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ABSTRACT

Designed for parents of homebound severely handicapped children, the manual presents games and activities for teaching preliminary skills (including body awareness), self help skills (such as washing hands, eating with a spoon, and brushing teeth), visual skills, language skills, and mathmatics skills. An introduction to each series of activities provides information on purpose, materials, and approach. (CL)

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THE PARENT'S MANUAL

A Manual of Supplementary Activities for Homebound Children With Severely Handicapping Conditions

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THE PARENT'S MANUAL

The Telecommunications Project for Homebound Severely Handicapped Children and Youth

Center for Advanced Study in Education/The City University of New York

Teaching Resource Center

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INTRODUCTION

This Manual is for parents of homebound children. However, it can also be used by teachers, ward attendants, tutors, and teaching aides. It is meant to help homebound, severely handicapped children develop their learning processes and think more clearly.

Have you ever said, "Tom, bring me the blue socks in the second drawer", Tom says, "Huh?" So you tell him again. A few minutes later he returns to you with red socks. Maybe this happens a lot with Tom even though you keep trying to help him understand what you say to him. This Manual is designed to help you, the parents, communicate better with your children.

Parents teach their children many times a day. You may teach your child to cross the street, tie his shoe, or read a word. As a parent-teacher, you know your child better than anyone else. If you use some of the materials and skills that teachers do in educating the severely handicapped child, your child may learn even more. This Manual describes some of these materials and teaching techniques.

When your child has difficulty learning, there are a number of ways you can help him to succeed. Suggestions about help for learning specific activities are listed on each page. In addition, here are some general teaching guidelines that you might follow:

1. If you can, work with your child at the same time and in the same place everyday.

2. Be flexible with your child. If he seems uninterested or restless, he could be tired, upset or ill.

3. In addition to the regular work time, develop and expand the opportunity to teach your child in the course of your everyday activities.

4. When you are working with the child and he does something right, let him know it. Shower him with affection.

5. It is important to have an enthusiastic attitude about your child's activities because he will tend to imitate you. In the same way, if he senses a lack of interest or boredom on your part, he is likely to be bored as well.

6. There will be times when your child will have a very difficult time learning a particular skill. Remember that not succeeding is just as hard for him as it is for you. It will make him feel better if you comment at such times, "That was a hard one", or "You really tried, didn't you?"

7. Your child is a special person all by himself. Comparing him to any other child won't help him.

8. Always speak in language your child understands. If your child has trouble understanding what he has to do in an activity, you can show him how it should be done.

9. If you have to stop in the middle of an activity, go back and review what you have done together before you begin again.

10. Point out the details in an activity that will guide your child in what he is doing. If your child is to find a small red sugar bowl on the shelf in the kitchen, be sure he understands exactly what he is going to get, or give him a clue each time he needs one.

HELPFUL HINTS FOR USING THIS MANUAL

1. All activities which involve coloring have been drawn so that they are easily traced. This was done in order to repeat the activities many times.

2. The cut-outs from the activities will last much longer if they are pasted on cardboard. Cardboard from a shoe box, dress box, or hat box will do.

3. Save all the insert pages and cut-outs from each activity once you have used them. We suggest keeping them in large envelopes marked with the page number of the activity they are used with.

4. Read through each activity before doing it with your child. In case he has difficulty with a particular part of the activity, the directions will explain how to deal with it.

5. There is space provided on each page for you to write down any comments which you feel should be noted.

6. Each section of this manual is printed in a different color to help you find the different types of activities.

7. The activities in this manual are to be used as suggestions for helping your child develop his capabilities. It should also give you ideas for making up your own activities with items found in your home.

THE ACTIVITIES

This Manual contains many games and activities to increase your child's ability to learn more effectively. In this section you will find a general description of these activities.

Each activity is on a separate page and each page is arranged in the same way. First, the Purpose section tells you what the activity is for. Second, the Materials section describes the materials you will need for the activity. Finally, the Approach section gives you a step by step description of how to do the activity with your child.

The Manual has been divided into three sections. The first section is devoted to preliminary skills which will help your child succeed in all future activities. These activities encourage body awareness and body movement.

The second section is devoted to self help skills which include washing hands, eating with a spoon, drinking from a glass, and brushing teeth.

The third section encourages the use of visual skills, language skills, and mathematic skills.

In some of the learning activities you will need pictures which you can obtain from magazines in your home. Pictures that are not easy to find, appear on insert pages after the activity page in your Manual.

PRELIMINARY ACTIVITIES

This section is included in the Manual to help your child learn about his body and what his body can do. These activities are meant to be fun for your child and should always be done with that in mind. If your child can perform these skills, the activities included in other sections of the Manual will be easier for him to learn.

PURPOSE: To help your child become more aware of his own body.

MATERIALS:
1. full length mirror
2. soap

APPROACH:
1. Tell your child to stand in front of the mirror and discuss with him the various part of his body. Point out the different parts to him.

2. Take the soap and outline his body on the mirror. (The more able child will be able to outline his own body.)

3. Ask your child to name the body parts on the outline.

4. If your child has difficulty understanding this activity, you could first use a smaller mirror and outline only the face.

NOTE:

VARIATION: Have your child lie down on a large piece of paper and outline his body. Then hang it on the wall and have your child color in clothing, hair, etc.

PURPOSE: To help your child identify parts of his body.

MATERIALS: 1. The pictures on the following pages
2. Scissors

APPROACH: 1. Cut out the parts for the face and parts for the body.

2. Place the outline of the face in front of your child.

3. Put the parts of the face next to the outline.

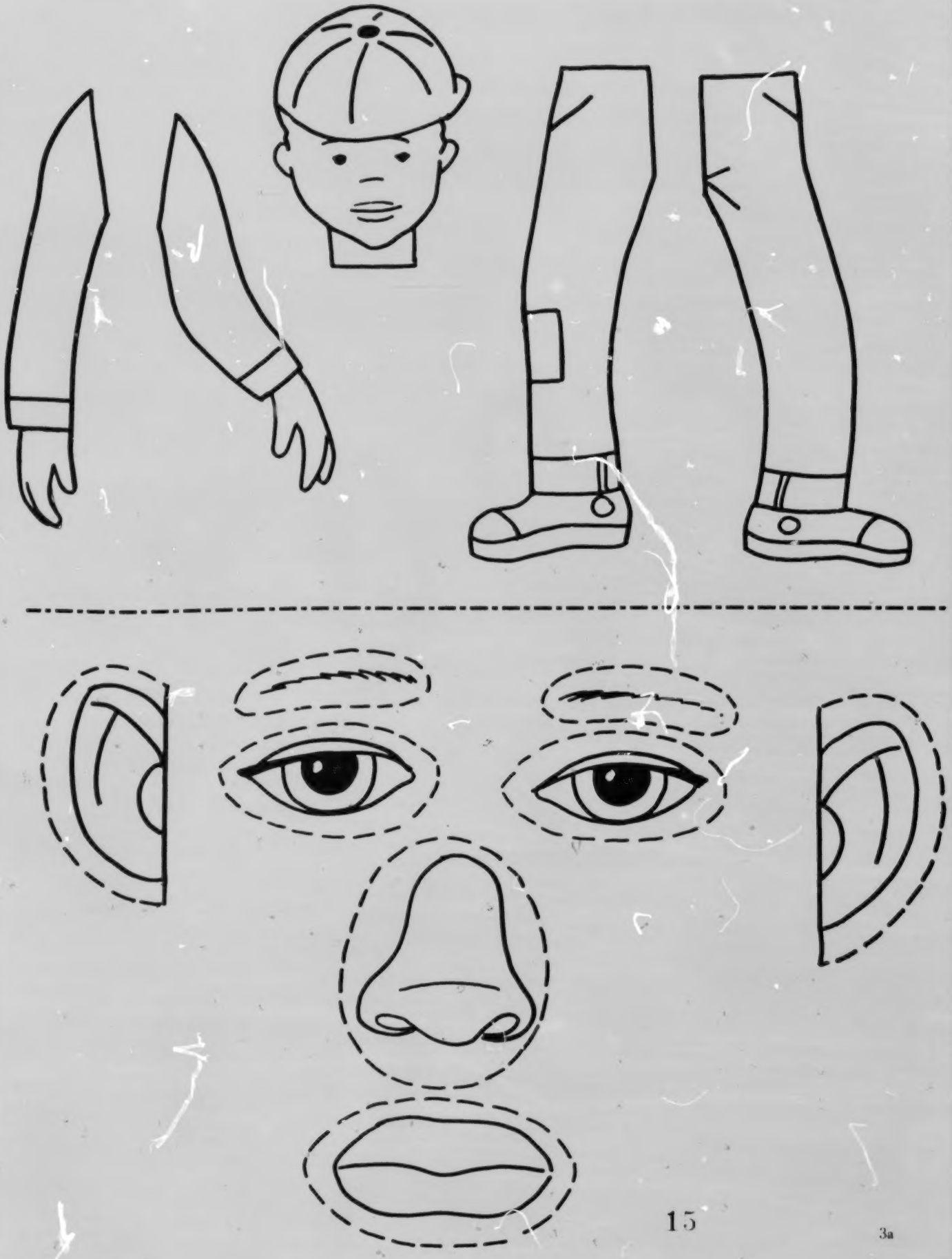
4. Say to your child, WHERE ARE THE EYES? SHOW ME WHERE THEY BELONG ON THE FACE. Then have your child position them on the face.

5. If your child has difficulty with this task, sit close to him and have him touch each part on your face as he puts them on the outline. Discuss the parts with him.

6. Repeat the above activity having your child place body parts cut from the following pages on the outline of the body.

NOTE:

VARIATION: Ask your child to touch various parts of a doll's body or your body as you name them.



PURPOSE: To help your child learn some actions different parts of his body can perform.

MATERIALS: None

APPROACH:

1. Play the following variation of "Simon Says" with your child.
2. To make the game more appealing, change the name of "Simon" to a name more familiar to your child (i.e., Big Bird or Mickey Mouse).
3. Say to your child, BIG BIRD IS GOING TO TELL YOU TO DO DIFFERENT THINGS, AND I WANT YOU TO DO THEM. LOOK AT ME BECAUSE I WILL DO THEM TOO.
4. Then, tell your child what you (Big Bird) want him to do while your are performing it.

   For instance: BIG BIRD SAYS TO WAVE YOUR HAND.

   Examples of other activities are touching different parts of the body, bending, reaching, etc.

NOTE: To reinforce the same concepts, do finger play activities with your child. The following are excellent examples.

I Have Two Eyes To See With

I have two eyes to see with, (point to eyes)
I have two feet to run. (touch feet)
I have two hands to wave with, (wave hands)
And nose I have but one, (point to nose)

I have two ears to hear with, (hands on ears)
And tongue to say good-day, (touch tounge)
And two red cheeks for you to kiss, (hands on cheeks)
And now I'll run away. (either run away or make fingers "run away" on arm)[1]

1. The Wonder Book of Finger Plays and Action Rhymes, selected by June Pierce. Wonder Books, Inc. (New York, 1955)

HAND PLAY

Open them, shut them,	(open hands, close hands)
Open them, shut them,	(open hands, close hands)
Give a little clap.	(clap hands)
Open them, shut them,	(open hands, close hands)
Open them, shut them,	(open hands, close hands)
Lay them in your lap.	(hands on lap)
Creep them, creep them,	(creep hands from stomach)
Creep them, creep them,	(creep hands from stomach
Way up to your chin	to chin)
Open up your little mouth,	(open mouth)
But do not let them in.	
Open them, shut them,	(open hands, close hands)
Open them, shut them,	(open hands, close hands)
To your shoulders fly.	(hands on shoulders)
Then like little birdies,	
Let them flutter to the sky.	(let hands "fly" overhead)
Falling, falling, falling, falling,	(hands sink almost to floor)
Almost to the ground.	
Quickly pick them up again,	
And turn them round and round.	(turn hands around each other
Faster, faster, faster, faster,	very fast)
Slower, slower, slower, slower,	(turn hands around slowly)
Clap![2]	

2. The Wonder Book of Finger Plays and Action Rhymes, selected by June Pierce. Wonder Books, Inc. (New York, 1955)

PURPOSE: To help your child identify body parts and improve large body movements.

MATERIALS: None

APPROACH:

1. Say to your child, WE ARE GOING TO MAKE BELIEVE THAT WE ARE "ANGELS-IN-THE-SNOW".[3]

2. Tell your child to look at what you do. Lie down with your back on the floor, your hands at your sides, and your feet together. Slide your arms over your head and back to your sides; slide your legs out and back. Make sure your arms and legs are always touching the floor. Talk about what you are doing as you are doing it.

3. Tell your child to lie down as you did.

4. Say to your child, MOVE YOUR ARMS OVER YOUR HEAD. MOVE YOUR ARMS BACK TO YOUR SIDES. FEEL THE FLOOR ALL THE TIME.

5. Then say to your child, MOVE YOUR FEET WIDE APART. MOVE YOUR FEET TOGETHER. (your child should keep his heels on the floor).

6. If your child has trouble with this activity, touch the parts of his body that he is to move as you name that part. If he still has difficulty, guide your child through the tasks holding him lightly. Do this until your child can do it by himself.

7. After your child is able to do the above, tell him that he will do the same thing again, but this time he will only move the part of the body you point to.

8. Do the following with your child:

Point to:

a. right arm and say, MOVE JUST THIS ARM. NOW MOVE IT BACK TO YOUR SIDE.

b. left arm and say, MOVE JUST THIS ARM. NOW MOVE IT BACK TO YOUR SIDE.

c. right leg and say, MOVE THIS LEG. NOW BACK TOGETHER.

d. left leg and say, MOVE THIS LEG. NOW BACK TOGETHER.

e. both arms and say, MOVE BOTH ARMS ABOVE YOUR HEAD. NOW BACK TO YOUR SIDE.

f. both legs and say, MOVE LEGS APART. NOW BACK TOGETHER.

g. left arm and left leg and say, MOVE THIS ARM AND THIS LEG. MOVE THEM BACK.

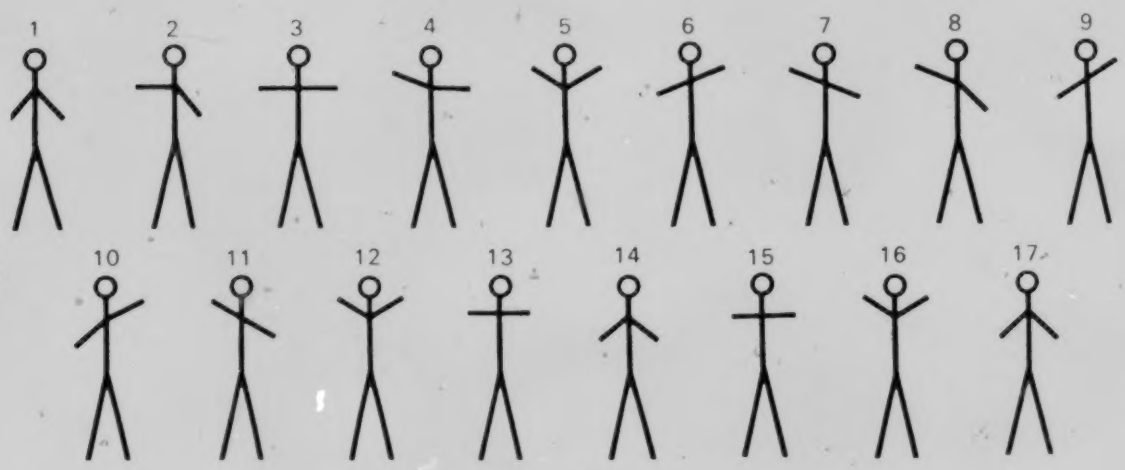
h. right arm and right leg and say, MOVE THIS ARM AND THIS LEG. MOVE THEM BACK.

i. right arm and left leg and say, MOVE THIS ARM AND THIS LEG. MOVE THEM BACK.

j. left arm and right leg and say, MOVE THIS ARM AND THIS LEG. MOVE THEM BACK.

NOTE:

VARIATION: (Imitation of Movements, as in Kephart, page 132.) Stand opposite your child. Make sure there is plenty of room to spread arms. Demonstrate the following movements. Say to your child, LOOK AT ME AND DO AS I DO. (These movements should be presented in the following order as child progresses.)



3. Kephart, N.C., *The Slow Learner In The Classroom.* (Columbus, Ohio: Charles E. Merrill Books, Inc., 1960)

PURPOSE: To help your child improve small motor skills.

MATERIALS:
1. six clothespins
2. large cereal box
3. water color paints
4. paint brush

APPROACH:
1. Ask your child to paint the clothes pins.
2. Lay a large cereal box flat on a table. Make six holes in the box (two rows of three holes) so that your child will be able to put one clothespin in each hole (as a pegboard).
3. Place cereal box between you and your child. Show your child how to put the clothespins in the holes. Then say to your child, NOW YOU PICK UP A CLOTHESPIN. PUT THE CLOTHESPIN IN THIS HOLE. Then, have him put the other clothespins in the remaining holes.
4. If your child has difficulty with this task, have him put the clothespins into a quart container one at a time. As he is better able to perform this task, give your child containers with smaller openings.

NOTE: A good activity to reinforce the same skill is stringing large beads. If beads are not available, your child could string three ounce paper cups with the bottoms removed or hair rollers. Once the objects are strung, your child could make believe it is a worm and use it as a pull toy.

PURPOSE: To help your child develop hand to mouth movement needed for self-feeding.

MATERIALS:
1. small bowl
2. good tasting sticky substance such as honey, jelly, etc.
3. small hot dogs or other "finger food"

APPROACH:
1. Put honey or other sticky substance in a small bowl – just covering the bottom. Place bowl in front of your child.

2. Tell your child to bring his fingers from the bowl to his mouth and to lick off his fingers. Demonstrate this for him – then have your child do it.

3. If your child has difficulty – hold his wrist and guide him through the motions. Gradually let go of his wrist, further and further from his mouth, until he is a able to lift his hand to his mouth himself.

4. Once your child is able to bring his hand from the bowl to his mouth, give him hot dogs or other "finger foods" which he can pick up and eat the same way.

PURPOSE: To help your child imitate body positions.

MATERIALS:
1. a chair
2. a desk or table
3. a pencil
4. a book

APPROACH:
1. Tell your child to imitate the body position that you demonstrate. Say to your child, LOOK AT ME. SEE IF YOU CAN DO WHAT I AM DOING. If your child is not able to imitate your position independently, then help him to rotate his body according to each of the following suggestions.
2. Have your child stand or sit in a chair in front of you.
3. Assume the following positions:
   a. sit up straight
   b. grasp a pencil as if he were about to write
   c. turn several pages of a book or magazine
   d. look up and down
   e. bend from sitting position
   f. close the book
   g. turn around in the chair
   h. put head on table or desk
   i. look from left to right
   j. turn to person next to you and smile

SELF-HELP ACTIVITIES

This section is concerned with the development of independence, initiative, self-reliance and feelings of personal worth. When doing these activities with your child, provide plenty of time and a relaxed atmosphere. Just the two of you is most ideal. Don't reprimand spills and messes – they are going to happen. Set up regular routines for your child such as always washing hands before eating, etc.

As soon as your child shows he can – let him carry out each step by himself. Don't help him with steps he can do – but guide him through each entire sequence.

PURPOSE: To help your child distinguish the difference between temperatures – hot, cold, and warm.

MATERIALS:
1. three jars
2. water
3. ice cubes
4. blindfold

APPROACH:
1. Fill one jar with ice cold water. Put ice cubes in jar to make it as cold as possible.
2. Fill another jar with hot water, as hot as you can stand it without burning yourself.
3. Tell your child to put his hands on the jar with the cold water. Tell him the jar is cold.
4. Tell your child to put his hands on the jar with the hot water. Tell him the jar is hot.
5. Have him practice touching the jars until he can tell you which jar is hot and which is cold.
6. Introduce a third jar with warm water. Have your child touch the jar and tell him that this jar is warm.
7. Ask your child to touch each jar and tell you whether it is hot, cold, or warm.
8. Play a game with your child. Blindfold him and put his hands on the different jars. Ask him to tell you which is hot, cold, or warm with the blindfold on.

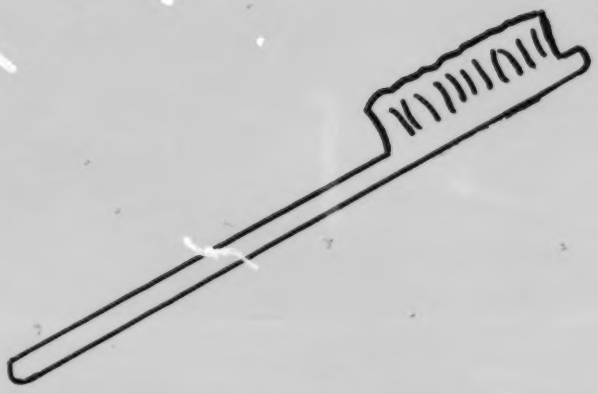
NOTE:

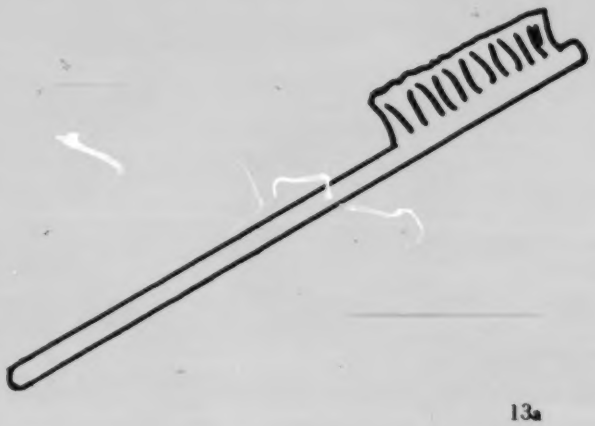
VARIATION: Another way of demonstrating hot and cold is to give your child two plates of applesauce or two cups of chocolate milk. Serve one of each straight from the refrigerator. Serve the second one heated. Discuss the differences between the two, the same way as with the jars of water.

PURPOSE: To acquaint your child with objects used when washing hands, eating with a spoon, drinking from a glass, and brushing teeth.

MATERIALS:
1. Game on following page
2. Scissors

APPROACH:
1. Cut out the game board and cards on the following page. Cut only on the dotted lines.
2. Place the game board in front of your child.
3. Ask your child (or tell him if he doesn't know) what each picture is.
4. Give your child the small matching cards one at a time and ask him to find that same picture in front of him. Tell him, PUT THE CARD ON THE PICTURE THAT LOOKS THE SAME.
5. If your child has difficulty placing the cards on the matching picture, ask him to point to the picture. You can then put the card where he points.
6. When your child can do this task, shuffle the cards and put them all down at once next to the game board. Tell him to match all the pictures.





PURPOSE: To help your child learn to identify objects used in washing hands and that there is a need to wash.

MATERIALS:
1. Sink
2. Soap
3. Towel
4. Water
5. Dirt
6. Rubber doll

APPROACH:
1. Put water in sink and place soap within easy reach of your child.
2. Let your child play in the bathroom at the sink. Name each object he uses as he touches it. Encourage him to touch all items listed above and to play with them. If he is able have him name each object.
3. Give your child a rubber doll and let him play with it in dirt and water. When your child is finished playing, talk about how dirty the "baby" is that it needs to be washed.
4. Take your child to the sink and let him wash his "baby" in whatever way he wishes; even if he just wants to splash it around in the water. This is a time for water play and your child should enjoy himself with no pressure to perform correctly.
5. Let your child dry the "baby".
6. When your child does use soap, point out the bubbles it makes.

NOTE:

VARIATION: Let your child play in the bathtub with soap and the doll. Talk to him as he plays naming anything he might use when washing his hands.

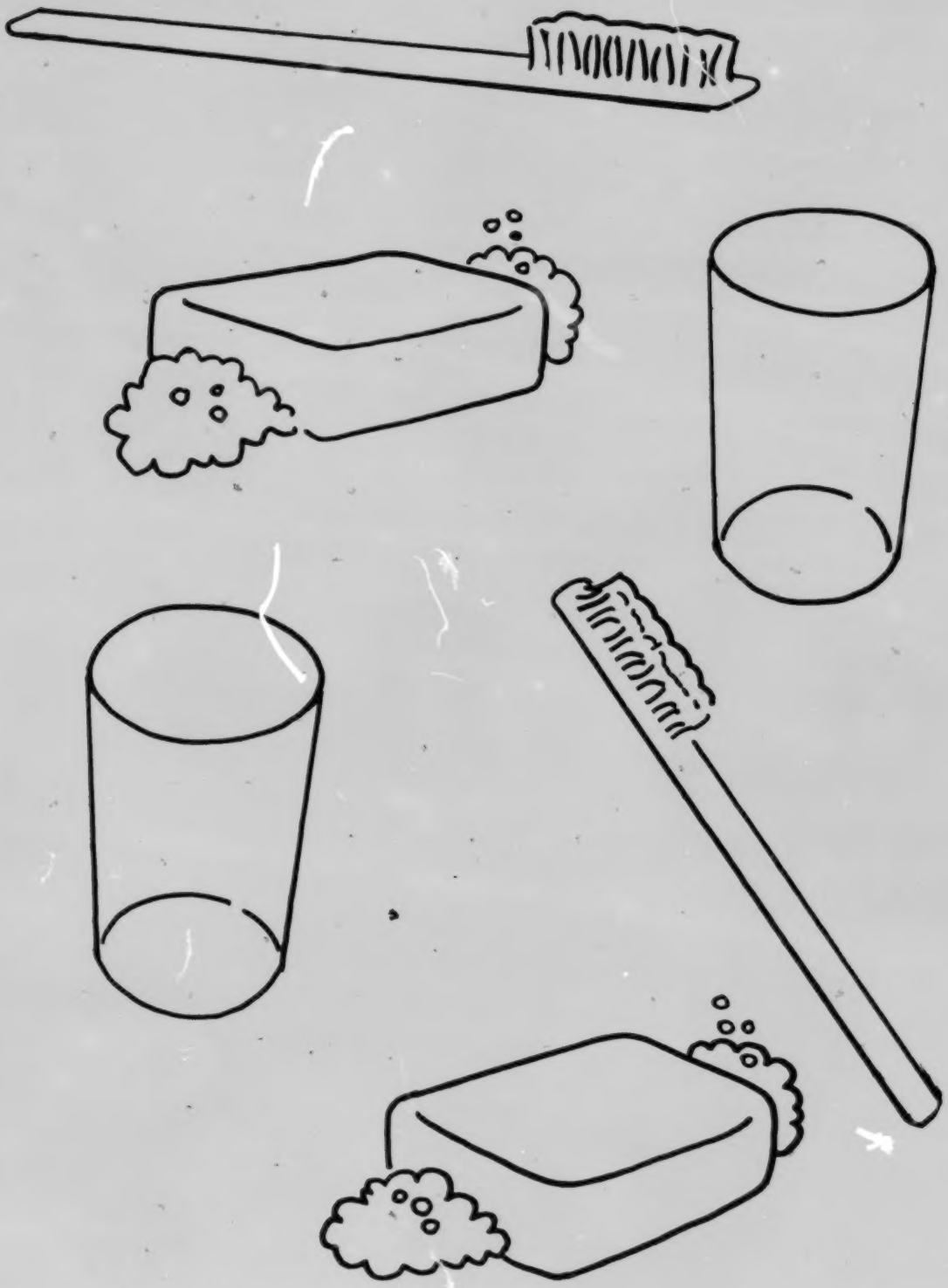
PURPOSE: To help your child identify objects needed for washing hands.

MATERIALS:
1. Pictures on the following two pages
2. Tracing paper
3. Crayons

APPROACH:
1. Trace the pictures on the next two pages.
2. Place the picture of the girl washing her hands in front of your child. Talk to your child about the picture. Discuss what is happening in the picture.
3. Ask your child to color the picture.
4. After your child learns the names of the objects used in washing hands, ask him to color particular objects as you name them. For example, say to your child, COLOR THE SINK. COLOR THE GIRL'S HANDS'.
5. Place the picture of the different objects in front of your child. Say to your child, POINT TO ALL THE SOAP. If he is able, ask him to color all the soap.

NOTE: The above activities can and should be repeated often while your child is learning to wash his hands.

15a



15b

PURPOSE: To help your child learn that there is a need to wash and to acquaint him with the steps involved in hand washing.

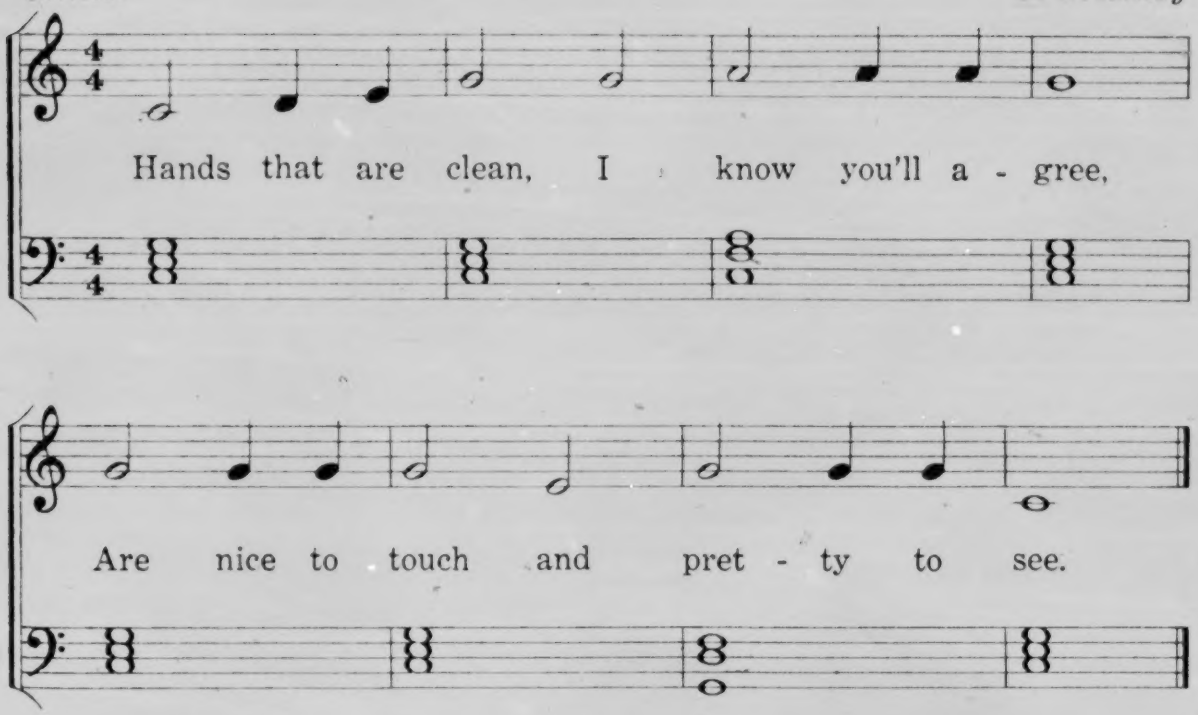
MATERIALS:
1. Finger paints
2. Solid white shelf paper
3. Water
4. Newspaper
5. Sink
6. Soap
7. Towel

APPROACH:
1. Cover table or whatever your child will finger paint on with newspaper.
2. Cut shelf paper into a large sheet (about 24" long). Dip into water. Spread out on newspaper with shiny side up. Place two colors of finger paint on paper. Show your child how to spread the paint on paper with his fingers and hands.
3. Let your child spend some time playing with finger paint. Determine the amount of time by how long your child enjoys the activity. If he seems to tire, stop.
4. When your child is finished, point out the paint on his hands. Tell him that if he doesn't wash them, he will get paint on everything he touches and everything will look dirty.
5. Lead your child to the sink and demonstrate how you wash your hands. Tell him each step you do. Repeat each step as you help him wash his hands. The steps are as follows: WET HANDS, SOAP HANDS, RUB HANDS, RINSE HANDS, DRY HANDS.

NOTE: When you are talking about handwashing with your child or when he is taking a bath, you can teach him the song on the following page or you can teach it to him as a poem.

CLEAN HANDS

J.W.A. *J. W. Antey*



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From "Sing and Learn", John W. Antey, John Day Company: New York, 1965

PURPOSE: To help your child learn how to wash hands.

MATERIALS:
1. Sink
2. Water
3. Soap
4. Towel

APPROACH:
1. Have your child stand in front of the sink. Make sure the soap is within his reach. If your child cannot reach faucets, have him stand on a stool.
2. Demonstrate for your child how to push his sleeves up. Talk about what you are doing. Say to your child, I PUSH MY SLEEVES UP SO THEY WILL NOT GET WET. PUSH UP YOUR SLEEVES. If your child has difficulty, hold his hand and guide him through the act. After this activity has been repeated, you should gradually let him do it for himself.
3. Demonstrate for your child how to turn on water. Say to your child, I TURN ON THE COLD WATER. I STOP TURNING. I TURN ON THE HOT WATER. I STOP TURNING. Explain to your child that he could burn himself if he turns on hot water first and puts his hand in the hot water.
4. Say to your child, TURN ON COLD WATER. STOP TURNING. TURN ON HOT WATER. STOP TURNING. If your child is physically unable to perform this task, you may do it for him, but still repeat verbally what you are doing.
5. Demonstrate for your child how to put hands under water. Say to your child, PUT YOUR HANDS UNDER WATER. SEE, THEY ARE WET. Then show your child how to pick up soap and how to soap hands. Say to your child, YOU PICK UP THE SOAP. SOAP YOUR HANDS. First have him rub on palms then on backs of hands.
6. If your child has difficulty soaping his hands hold the back of his hands, with soap between them, and help him rub soap on palms.
7. Tell your child to put the soap down and show him how to rub hands. Explain what you are doing. Point out the bubbles the soap forms. Say to your child, NOW IT IS YOUR TURN TO RUB HANDS. LOOK AT ALL THE BUBBLES. Have your child look at all parts of his hands.

8. If your child has difficulty rubbing his hands, you can have him make believe he is a choo-choo train. He can rub his hands in circles and sing choo-choo.
9. Explain to your child that it is time to rinse your hands off. Show him how you put your hands under the water and rinse the soap off. Explain what you are doing. Point out how the bubbles are coming off. Tell him that when the bubbles come off, they take the dirt off too. Say to your child, PUT YOUR HANDS UNDER THE WATER. SEE THE BUBBLES COME OFF. SEE THE DIRT COME OFF.
10. Now show your child how to turn the water off. Explain that you always turn the hot water off first. Say to your child, TURN OFF HOT WATER. TURN OFF COLD WATER.
11. Demonstrate to your child how to dry hands. Explain what you are doing as you do it. Say to your child, DRY YOUR HANDS. DRY ALL OVER YOUR HANDS. Then show him how to hang the towel up or throw it away, if it is a paper towel. Show your child that his hands are clean and dry.
12. If your child has difficulty with any of the steps, demonstrate it for him again *while* he is trying to do it. Tell your child to look at you. If he still has difficulty hold your hand over his while he tries each step. Guide him through the process. As he learns to perform the task, let go of his hand during the activity so that he performs more and more of the task by himself.
13. Repeat the activity until your child can wash his hands independently. Gradually, diminish telling your child each step of the activity so that he will be able to wash his hands without any verbal clues.

PURPOSE: To reinforce the steps and sequence involved in hand washing.

MATERIALS:
1. Pictures on the following page
2. Scissors

APPROACH:
1. Cut the pictures apart on the following page.
2. Talk to your child about what the two of you do when you wash your hands. Discuss what you did first, etc.
3. Place the pictures in front of your child, but not in the correct order. Say to your child, THIS LITTLE GIRL IS WASHING HER HANDS JUST LIKE YOU DID. WHAT SHOULD SHE DO FIRST? Have your child place that picture on his left. Have your child continue until all four pictures are in the correct order.
4. If your child has difficulty, keep reminding him of what he did when he washed his hands.
5. If your child has difficulty picking up the cards, he can point to the correct picture and you place it for him.

PURPOSE: To acquaint your child with a spoon and its uses.

MATERIALS:
1. Spoons of different sizes (including a ladle)
2. Large roasting pan or a box approximately the same size
3. Corn meal, dirt, rice or a similar substance

APPROACH:
1. Half fill roasting pan or box with corn meal or whichever substance you chose.
2. Sit opposite your child at a table. Let him watch you play with the corn meal and the spoons. Use the larger spoons first, then the smaller ones. *Mix* the corn meal, pick it up and let it slowly fall off the spoon back into the pan.
3. Give your child the different spoons (one at a time) and let him play with the corn meal however he chooses (excluding throwing).
4. After some time, if your child has not already done so in his play, encourage him to scoop up the corn meal with the spoons and pour it back into the box.
5. While your child is using the spoon, talk to him about what he is doing and what parts of the spoon are being used. For example, say to your child, YOU ARE HOLDING THE SPOON or SEE THE CEREAL ON THE SPOON.

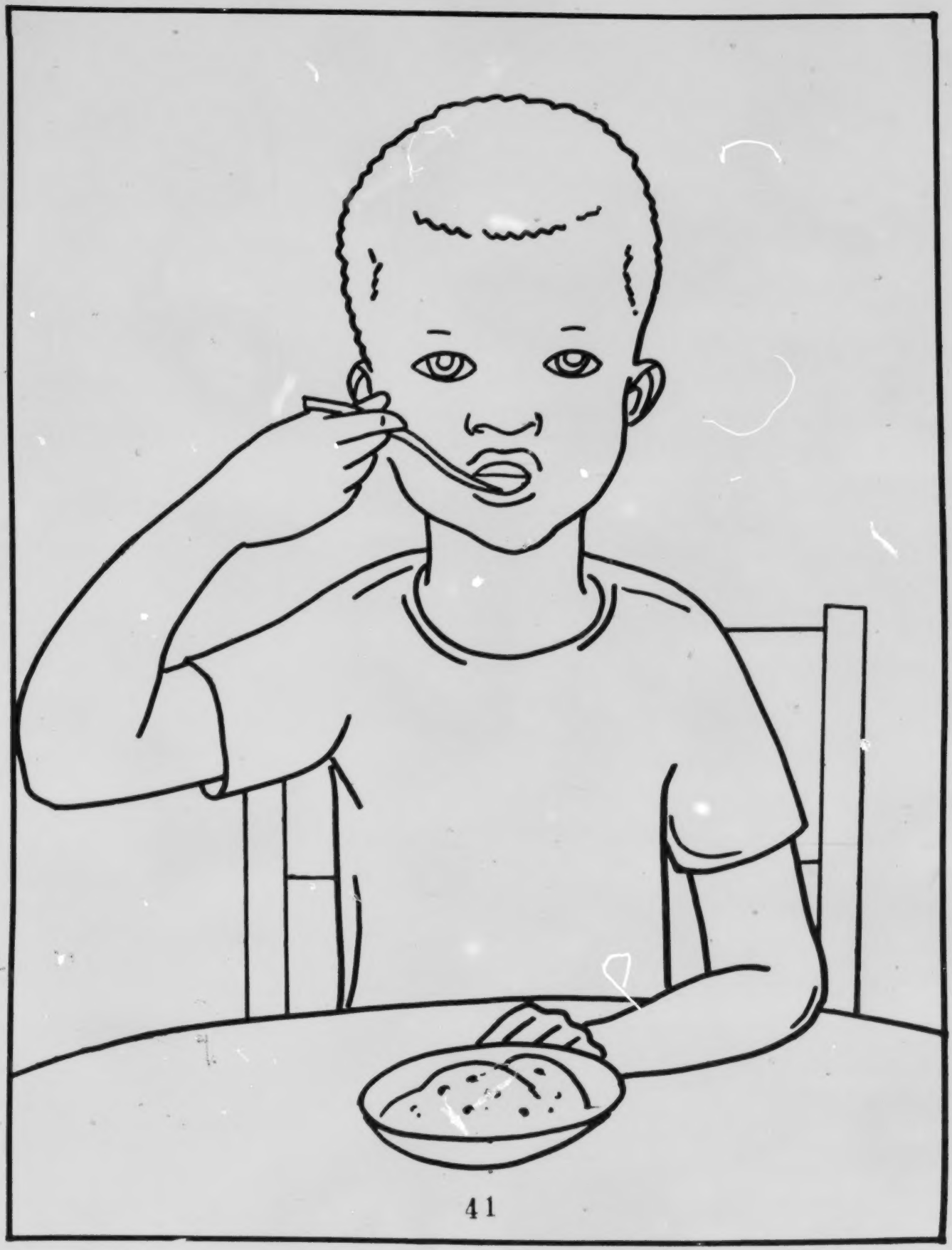
NOTE:

VARIATION: While your child is taking a bath let him use the spoons in the water the same way as above.

PURPOSE: To help your child identify a spoon and its uses.

MATERIALS:
1. Pictures on the following pages
2. Tracing paper
3. Crayons

APPROACH:
1. Trace the pictures on the following pages.
2. Place the picture of the child eating with a spoon in front of your child. Talk to your child about what is happening in the picture.
3. Ask your child to color the picture.
4. Place the picture of the different objects in front of your child. Say to your child, POINT TO ALL THE SPOONS. If he is able, have him color all the spoons on the page.



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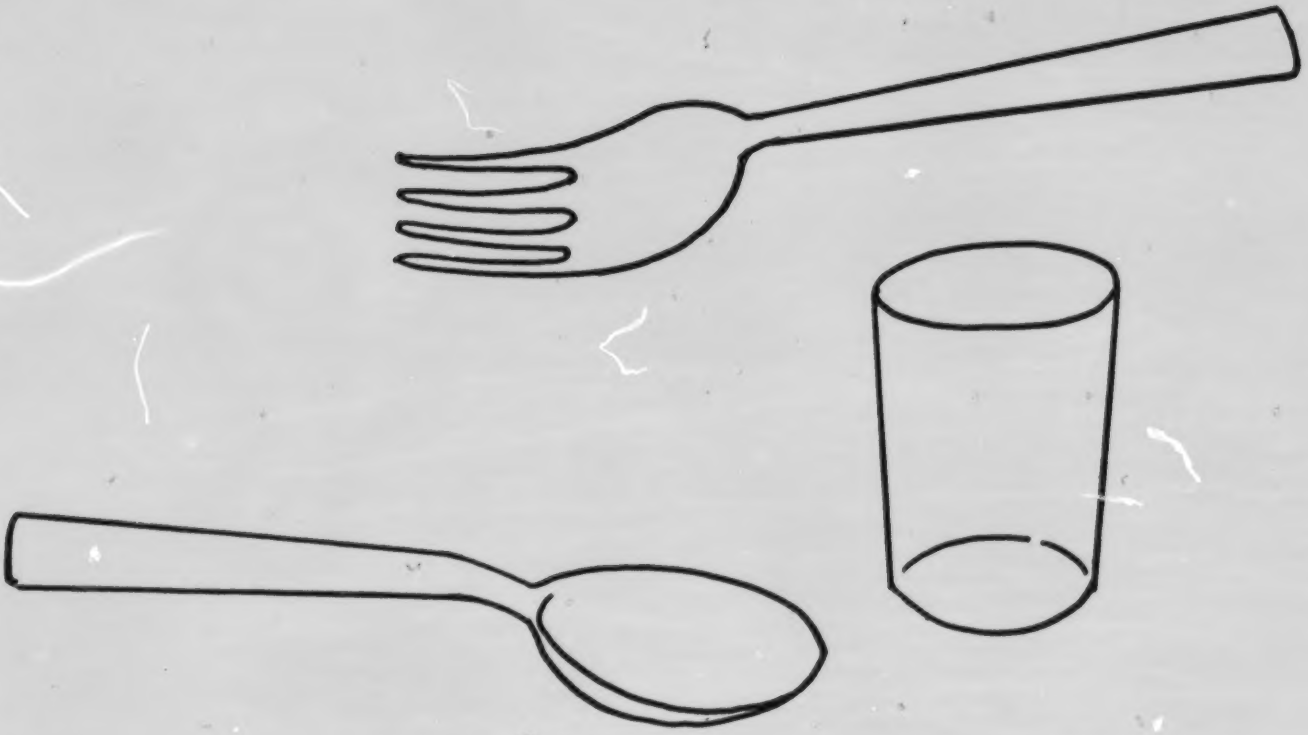
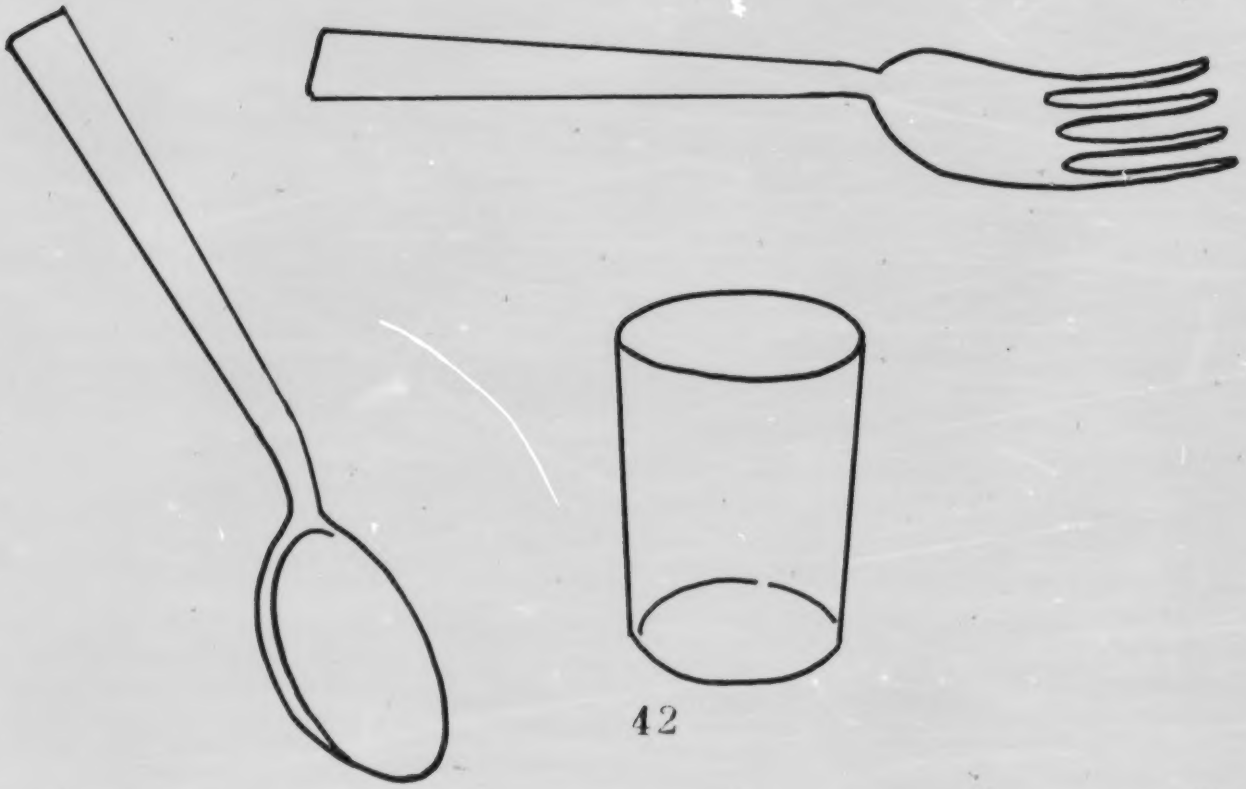




PURPOSE: To help your child learn how to use a spoon.

MATERIALS:
1. Two ladles
2. Two large spoons
3. Two medium spoons
4. Two small spoons
5. Four bowls or small boxes
6. Corn meal, dirt, or oatmeal

APPROACH:
1. Place two bowls or boxes next to each other about 1" apart in front of your child. Sit opposite him and place the other two bowls in front of you the same way.
2. Half fill one of each of your bowls with corn meal. Take one ladle and give one to your child.
3. Scoop up some corn meal onto the ladle and empty it into the empty bowl. Tell your child to do the same thing. Repeat this a number of times.
4. If your child has difficulty with this activity, put your hand over his while he is holding the spoon. Guide him through the process. As he learns to perform the task, let go of his hand during the activity so that he performs more and more of the task by himself. Do this until he can function independently.
5. After your child has succeeded with the above task, a few times, move the bowls about 8" apart. Have him perform the same task – scooping the corn meal onto the ladle, carrying it to the other bowl, and emptying it into the empty bowl.
6. Once your child can perform the above task have him do it again, first with the large spoon, then the medium spoon, and finally, the small spoon.

PURPOSE: To help your child learn how to eat with a spoon.

MATERIALS:
1. Two spoons
2. Small bowl with sides to make filling spoon easier
3. Soft (whipped) cream cheese

APPROACH:
1. Put cream cheese into the bowl. Sit opposite your child. Place bowl in front of your child.
2. Demonstrate for your child how to put spoon into cream cheese, and how to bring the spoon up to, but not into, the mouth. Demonstrate slowly. Talk about what you are doing as you are doing it. Say to your child, I PUT MY SPOON IN THE CREAM CHEESE. I BRING THE SPOON UP, UP, UP TO MY MOUTH. MY SPOON HAS CREAM CHEESE ON IT.
3. Have your child pick up his spoon. Say to your child, PUT YOUR SPOON INTO CREAM CHEESE. After he does this, say to your child, BRING THE SPOON UP, UP, UP TO YOUR MOUTH. SEE THE CREAM CHEESE ON YOUR SPOON. Point it out to your child. Then, have your child put the spoon back in the bowl.
4. If your child has difficulty getting the cream cheese on his spoon, you can begin by putting it on the spoon for him. After some time, you can hold his hand when he scoops up the food. Gradually let go, making your grip lighter and lighter, until he can do this by himself.
5. Tell your child to watch you eat the cream cheese. Tell him each step you are going to do. Say to your child, I WILL OPEN MY MOUTH, PUT THE SPOON IN MY MOUTH, CLOSE MY MOUTH, EAT THE CHEESE (Remove spoon from mouth). WATCH ME. Demonstrate each step slowly and emphatically. Show your child the empty spoon and tell him that there is no more cream cheese on the spoon – you ate it.
6. Say to your child, NOW IT'S YOUR TURN TO EAT THE CREAM CHEESE. DO WHAT I TELL YOU TO DO. BRING YOUR SPOON UP TO YOUR MOUTH. OPEN YOUR MOUTH. PUT THE SPOON IN YOUR MOUTH. CLOSE YOUR MOUTH. EAT YOUR CREAM CHEESE. Show your child that he has eaten the cream cheese off the spoon. Tell him to put the spoon back in the bowl.
7. If your child has difficulty with any of the steps, demonstrate

it for him again *while* he is trying to do it. Tell your child to watch you. If he still has difficulty, hold your hand over his while he tries each step, gradually letting go until he can do it himself.

8. Repeat the activity until your child finishes eating the cream cheese. Gradually diminish telling your child each step of the activity so that he will be able to eat with a spoon without any verbal clues.

PURPOSE: To reinforce the steps and sequence involved in eating with a spoon.

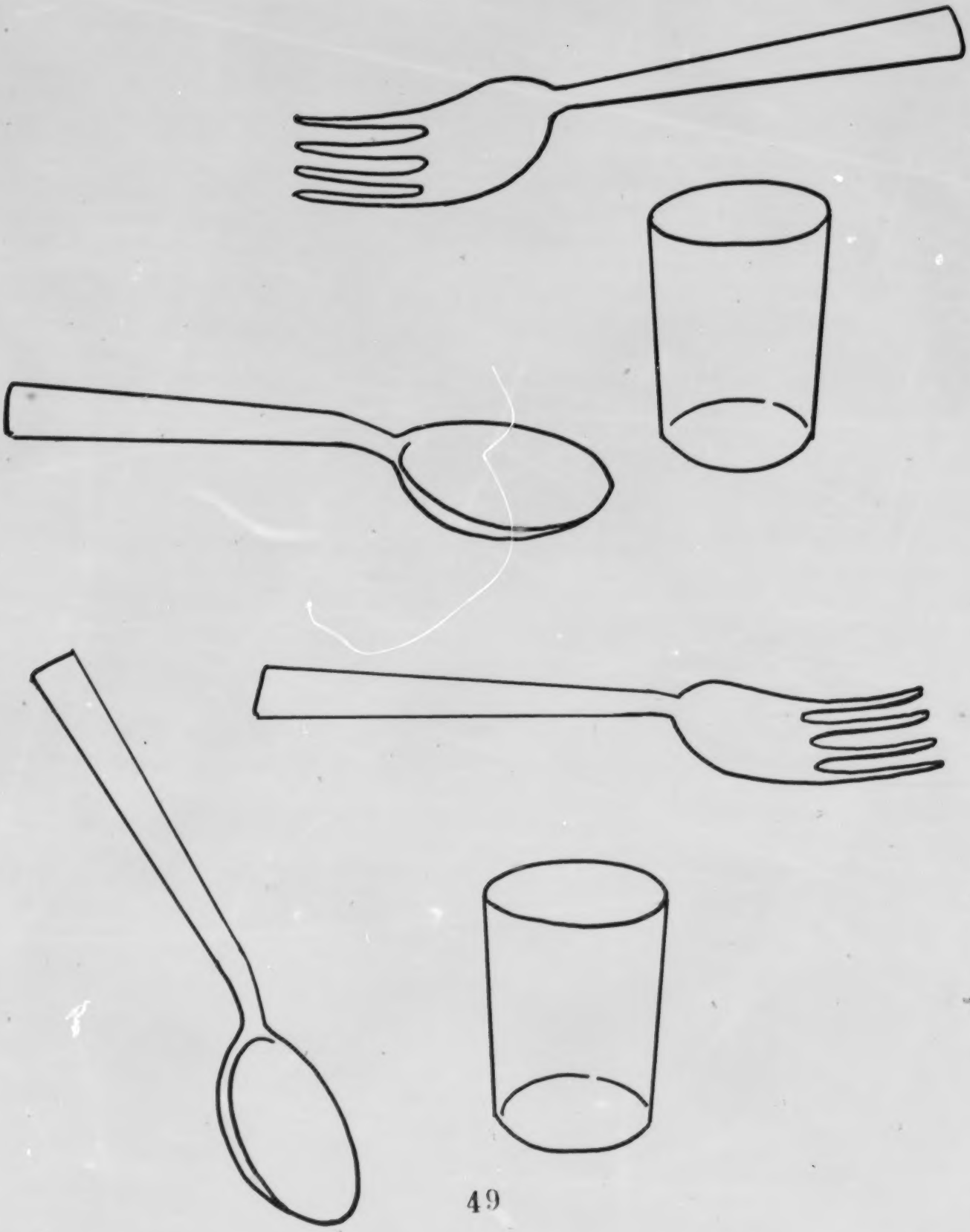
MATERIALS:
1. Pictures on following page
2. Scissors

APPROACH:
1. Cut the pictures apart on the following page.
2. Talk to your child about what the two of you do when you eat with a spoon. Discuss what you did first, etc.
3. Place the pictures in front of your child, but not in the correct order. Say to your child, THIS LITTLE BOY IS EATING WITH A SPOON. WHAT SHOULD HE DO FIRST? Have your child place that picture on his left. Have your child continue until all four pictures are in correct order.
4. If your child has difficulty, keep reminding him of what he did when he ate with a spoon.
5. If your child has difficulty picking up the cards, he can point to the correct picture and you place it for him.

PURPOSE: To help your child identify a glass and its uses.

MATERIALS:
1. Plastic glasses of different sizes
2. Water
3. Picture on the following page
4. Tracing paper
5. Crayons

APPROACH:
1. Give the glasses to your child when he is in the bathtub, playing at the sink or just with a bucket of water.
2. Have your child play with the glasses in whatever way he chooses. When he handles a glass tell him what is happening. For example, say to your child, THIS IS A GLASS. THE GLASS HOLDS WATER. Keep this a happy time with no pressure to make your child use the glass correctly.
3. Trace the picture on the following page. Place the picture in front of your child.
4. Say to your child, POINT TO ALL THE GLASSES. If your child is able, have him color all the glasses on the page.



PURPOSE: To help your child identify a glass and understand the activity of drinking from a glass.

MATERIALS:
1. Picture on the following page
2. Tracing paper
3. Crayons

APPROACH:
1. Trace the picture on the following page.
2. Place the picture on the table in front of your child. Say to your child, THE BOY IS DRINKING FROM A GLASS. THE MILK GOES IN HIS MOUTH. THE MILK TASTES GOOD.
3. Ask your child to color the picture.
4. Make believe you are drinking from a glass have your child imitate you. While doing this, sing this song to the tune of "Here We Go 'Round The Mulberry Bush."

"This is the way we drink our milk,
Drink our milk, drink our milk.
This is the way we drink our milk,
So early in the morning."

NOTE: The above activity can and should be repeated often while your child is learning to drink from a glass.

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PURPOSE: To help your child become familiar with the activity of drinking from a glass.

MATERIALS: 1. Two small plastic glasses

APPROACH: 1. Play make-believe with your child. Give each of you a plastic glass when playing house or restaurant and make-believe you are drinking soda. Make this a completely fun activity.

2. Pantomine the act of drinking from a glass. As you do each step, say what you are doing. The steps are as follows: PUT HANDS ON GLASS, HOLD GLASS, BRING GLASS UP, UP, UP TO MOUTH, OPEN MOUTH, PUT GLASS IN MOUTH, TIP GLASS, DRINK MILK, PUT GLASS ON TABLE.

3. Encourage your child to imitate you, but don't force him.

PURPOSE: To help your child learn how to drink from a glass.

MATERIALS:
1. Two small plastic glasses
2. A drink which your child enjoys
3. Wipe-up cloth (to clean up any spills which may occur)

APPROACH:
1. Sit opposite your child. Place one empty glass within easy reach of your child, and one glass in front of you.
2. Demonstrate for your child how to hold the glass and to bring it up to the mouth. Talk about what you are doing as you're doing it. Say to your child, I PUT MY HANDS ON MY GLASS. I HOLD MY GLASS. IT IS OFF THE TABLE. I BRING THE GLASS UP, UP, UP TO MY MOUTH.
3. Say to your child, PUT YOUR HANDS ON THE GLASS. HOLD YOUR GLASS. BRING THE GLASS UP, UP, UP TO YOUR MOUTH. Have your child put the glass back on the table.
4. Demonstrate for your child how to tip his glass. Do this task slightly off the table. Ask him to imitate you. Point out that he shouldn't tip it too far or too fast.
5. Demonstrate for your child how to bring the glass up to your mouth, open mouth, and tip glass. Tell him each step you are going to do. Say to your child, I WILL BRING THE GLASS UP TO MY MOUTH, OPEN MY MOUTH, PUT GLASS IN MY MOUTH, AND TIP GLASS. Demonstrate each step slowly.
6. Tell your child that he will now do the same thing. Verbalize each task as your child does it. Repeat exactly what he is supposed to do.
7. If your child has difficulty doing any of the tasks, you can hold his hands lightly as he does each step. Gradually let go, making your grip lighter and lighter, until he can do the task by himself.
8. When your child is able to do the above steps, tell him to watch you drink from a glass. Tell him each step you are going to do. Pour a small amount of drink into your glass. Say to your child, I BRING THE GLASS UP, UP, UP TO MY MOUTH, AND OPEN MY MOUTH. I WILL PUT THE GLASS TO MY MOUTH, TIP GLASS, AND DRINK (whatever is in glass). I PUT THE GLASS ON THE TABLE.

9. Say to your child, NOW IT IS YOUR TURN TO DRINK YOUR _____. DO WHAT I TELL YOU TO DO. Pour one swallow of drink into your child's glass. BRING YOUR GLASS UP TO YOUR MOUTH. OPEN YOUR MOUTH. PUT GLASS TO MOUTH, TIP GLASS. DRINK. PUT GLASS ON TABLE. Tell your child each step slowly and carefully as he performs the task.

10. If your child has difficulty with any of the steps, demonstrate it for him again while he is trying to do it. Tell your child to look at you. If he still has difficulty, hold your hand over his while he tries each step, gradually letting go until he can do it himself.

11. Repeat the activity until your child has has had numerous small drinks. As he is better able to drink by himself, you can add more and more liquid to the glass. Gradually diminish telling your child each step of the activity so that he will be able to drink without any verbal clues.

PURPOSE: To reinforce the steps and sequence involved in drinking from a glass.

MATERIALS:
1. Pictures on following page
2. Scissors

APPROACH:
1. Cut the pictures apart on the following page.
2. Talk to your child about what the two of you do when you drink from a glass. Discuss what you did first, etc.
3. Place the pictures in front of your child, but not in the correct order. Say to your child, THIS LITTLE BOY IS DRINKING FROM A GLASS JUST LIKE YOU DID. WHAT SHOULD HE DO FIRST? Have your child place that picture on his left. Have your child continue until all four pictures are in the correct order.
4. If your child has difficulty, keep reminding him of what he did when he drank from a glass.
5. If your child has difficulty picking up the cards, he can point to the correct picture and you place it for him.

PURPOSE: To help your child identify objects used when brushing teeth.

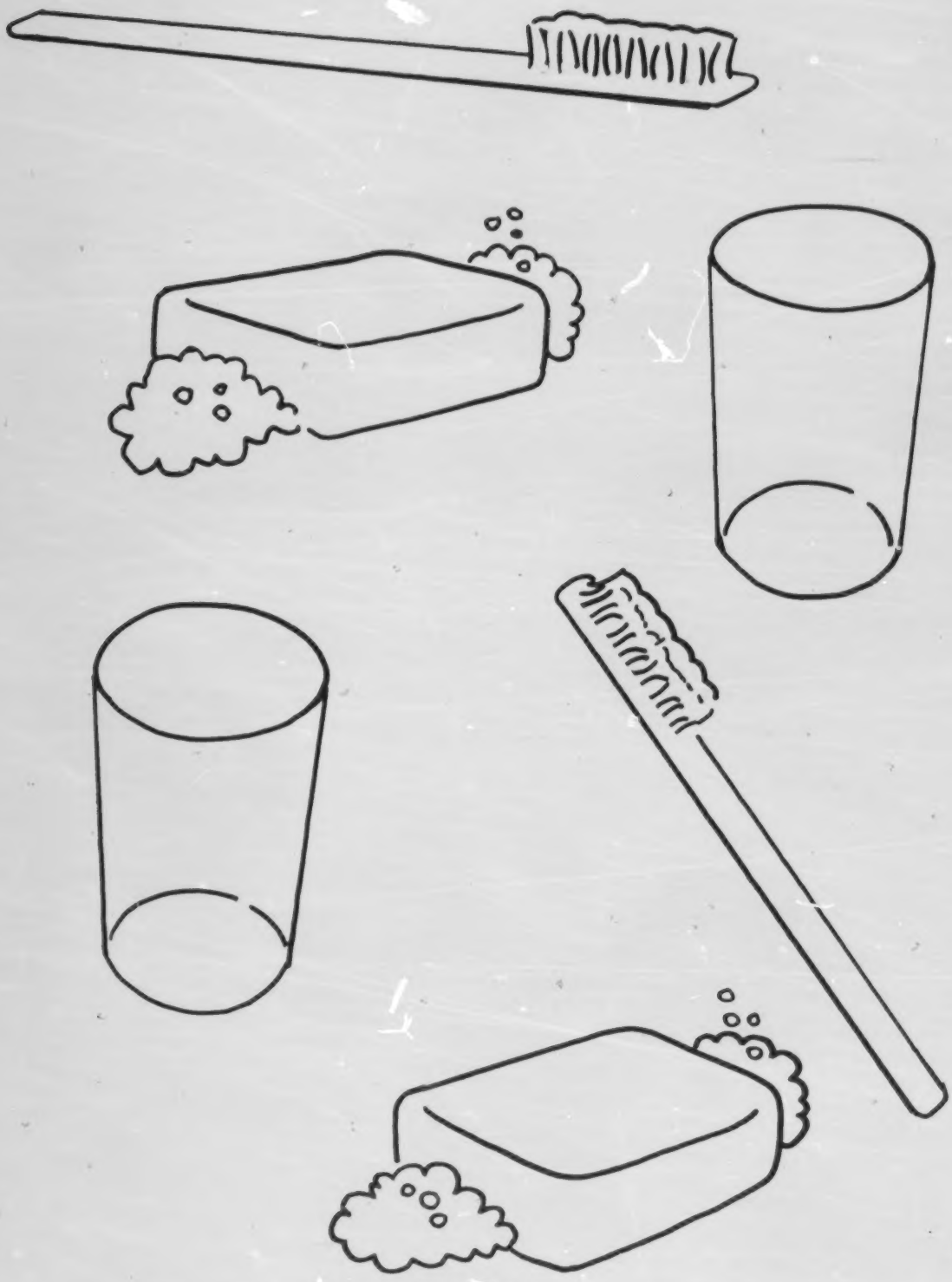
MATERIALS:
1. Your toothbrush
2. Toothpaste
3. Glass
4. Sink
5. Picture on the following page
6. Tracing paper
7. Crayons

APPROACH:
1. Take your child with you when you brush your teeth. Identify each object as you use it and tell your child what you do with it. Describe your toothbrush to your child. Show him which part he holds and which part he uses to brush with.

2. Let your child watch you brush your teeth. Brush your teeth slowly making sure you brush outer, inner and biting surfaces of your teeth.

3. Trace picture on following page. Place it on table in front of your child. Ask your child to point to all the toothbrushes.

4. If your child is physically able, ask him to color all the toothbrushes on the page.



PURPOSE: To help your child identify objects used when brushing teeth.

MATERIALS:
1. Picture on following page
2. Tracing paper
3. Crayons
4. Toothbrush
5. Glass
6. Toothpaste
7. Comb
8. Spoon
9. Small toy
10. Two small boxes each colored a different color

APPROACH:
1. Trace picture on the following page. Place in front of your child. Talk to your child about the picture. Discuss what is happening in picture.
2. Ask your child to color the picture.
3. Place one small box in front of your child to his left. Place the other one to his right. Make sure all the objects are within easy reach. Place the rest of the items directly in front of your child.
4. Say to your child, WHAT DO YOU NEED TO BRUSH YOUR TEETH? PUT ALL THOSE THINGS IN THIS (OR COLOR OF BOX) BOX. PUT THE OTHER THINGS IN THIS BOX.
5. If your child has trouble with this activity, talk to him about each item and what it is used for. Then, help him sort the items.

NOTE: Another way to reinforce this same activity is to look through magazines with your child for pictures of any items used when brushing teeth. You can then cut these pictures out and have your child sort them. Some items you could look for are: teeth, a sink, toothpaste, a toothbrush, etc.

PURPOSE: To help your child learn how to remove a cap from toothpaste.

MATERIALS:
1. Empty plastic jars with screw tops that are the size of the following:
   - a peanut butter jar
   - a mustard jar
   - a ketchup jar
2. An empty tube of toothpaste
3. Small candies that your child enjoys (e.g., M & M's)

APPROACH:
1. Put one small candy in each of the jars. Close the top but not too tight.
2. Place the jars in front of your child. Point out the piece of candy in each one.
3. Demonstrate for your child how to open the jar. Tell him what you are doing as you do it. Say to your child, I PUT MY HAND ON TOP. I TURN TOP. THE TOP IS OFF. Say to your child, NOW YOU OPEN THE JAR. THEN YOU CAN GET THE CANDY.
4. Repeat this procedure two to three times with each jar. Replace the candy each time.
5. When your child is able to do the above task, give him the toothpaste tube to play with. Show him how you remove the cap from the tube. Tell him what you are doing as you do it. Say to your child, I PUT MY FINGERS (thumb and index fingers) ON THE CAP. I TURN THE CAP. THE CAP IS OFF. Repeat this. Then say to your child, NOW YOU WILL OPEN THE TOOTHPASTE. While he is trying, say, PUT YOUR FINGERS ON CAP. TURN CAP. THE CAP IS OFF.
6. If your child has difficulty with this activity, place your hand over his and do the task with him. As he is more able to do it himself, you can gradually let go of his hand until he is turning the cap by himself.

PURPOSE: To help your child learn how to prepare a toothbrush.

MATERIALS:
1. Sink
2. Toothbrush
3. Toothpaste

APPROACH:
1. Stand in front of the sink with your child. Place toothbrush and toothpaste in easy reach of your child.
2. Tell your child to watch you while you prepare your toothbrush. Talk about what you are doing as you do it. Say to your child, I TAKE THE CAP OFF THE TOOTHPASTE. I TURN ON THE WATER. I PICK UP MY TOOTHBRUSH. I WET MY TOOTHBRUSH. I SQUEEZE THE TOOTHPASTE ONTO THE TOOTHBRUSH. I STOP SQUEEZING. When you squeeze the toothpaste, only use a little bit and place the opening of the tube right on the bristles of the brush.
3. If your child has difficulty spitting and/or swallowing you may want to avoid foamy paste. In that case, your child can use plain water or a little salt water.
4. Give your child a toothbrush. Say to your child, THIS IS YOUR VERY OWN TOOTHBRUSH. NO ONE ELSE CAN USE IT. EVERYONE HAS THEIR OWN TOOTHBRUSH. Point out the different toothbrushes of family members and tell your child to whom each one belongs.
5. Let your child prepare his toothbrush. Go through the exact same procedure you did for yourself, explaining each step as he tries it. When his toothbrush is ready, brush his teeth.
6. If your child has trouble with any of the steps, demonstrate it again *while* he is trying to do it. Tell your child to watch you. If he still has difficulty, hold your hand over his while he tries each step, gradually letting go until he can do it himself.

PURPOSE: To help your child learn how to brush his teeth.

MATERIALS:
1. Sink with water running
2. Glasses
3. Two toothbrushes prepared for brushing (very little toothpaste)
4. Tissue or washcloth (whichever is normally used for wiping mouth)

APPROACH:
1. Have your child stand in front of sink. You stand on side of sink where your child can see you brushing your teeth.
2. Demonstrate for your child what he is to do. Say to your child, WATCH ME. I PICK UP MY TOOTHBRUSH. I WILL PUT MY TOOTHBRUSH ON MY TEETH. I WILL BRUSH MY TEETH. Brush slowly. Use back and forth motion. Let your child see you brush the outer surfaces and biting surfaces of your teeth. When you are finished say to your child, NOW PICK UP YOUR TOOTHBRUSH. PUT THE TOOTHBRUSH ON YOUR TEETH. BRUSH YOUR TEETH.
3. If your child has difficulty, hold his hand lightly and help him brush.
4. After you and your child have brushed your teeth, tell your child to put his toothbrush on the sink. Point out the paste on your teeth. Say to your child, WE HAVE TO WASH THE TOOTHPASTE OFF OUR TEETH. LOOK AT ME. I PICK UP A GLASS. (Use two hands) I PUT WATER IN THE GLASS. I WILL PUT WATER IN MY MOUTH. I WILL SPIT WATER OUT. I WIPE MY MOUTH. SPIT WATER OUT. TAKE TISSUE. WIPE YOUR MOUTH.
5. After your child has learned to put water in his mouth and spit, you can show him how to swish water in his mouth.
6. Once again if your child has difficulty, hold his hands lightly and help him until he can do the task himself.
7. Say to your child, NOW YOUR MOUTH IS CLEAN. NOW WE HAVE TO CLEAN OUR TOOTHBRUSHES. LOOK AT ME. I PUT MY TOOTHBRUSH UNDER THE WATER. SEE – NO MORE TOOTHPASTE. YOU DO IT. TOOTHBRUSH UNDER WATER, YOUR TOOTHBRUSH IS CLEAN.

8. Show your child where to put his toothbrush. Then tell him to turn off the water.

9. If your child has difficulty with any of the steps, demonstrate it for him again *while* he is trying to do it. Tell your child to look at you. If he still has difficulty, hold your hand over his hand while he tries each step, gradually letting go until he can do it himself.

10. Repeat the activity until your child can brush his teeth himself. Gradually diminish telling your child each step of the activity so that he will be able to wash his hands without any verbal clues.

PURPOSE: To reinforce the steps and sequences involved in brushing teeth.

MATERIALS: 1. Pictures on following page
2. Scissors

APPROACH: 1. Cut the pictures apart on the following page.

2. Talk to your child about what the two of you do when you brush your teeth. Discuss what you did first, etc.

3. Place the pictures in front of your child, but not in the correct order. Say to your child, THIS LITTLE BOY IS BRUSHING HIS TEETH JUST LIKE YOU DID. WHAT SHOULD HE DO FIRST? Have your child place that picture on his left. Have your child continue until all four pictures are in the correct order.

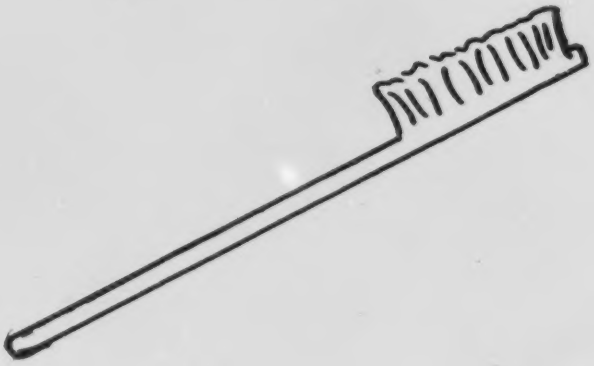
4. If your child has difficulty, keep reminding him of what he did when he brushed his teeth.

5. If your child has difficulty picking up the cards, he can point to the correct picture and you place it for him.

PURPOSE: To reinforce the items used in washing hands, eating with a spoon, drinking from a glass, and brushing teeth.

MATERIALS:
1. Game on following page
2. Scissors

APPROACH:
1. Cut out game board and cards on following page. Cut only on the dotted line.
2. Place the game board in front of your child. Talk about each picture on the board and when it is used.
3. Show your child each of the small cards. Talk about each picture and when it is used.
4. Give your child one small card at a time. Ask him to find the thing it goes with. For example, say to your child, WHAT IS THIS? GOOD. THIS IS A TOOTHBRUSH. WHAT DO YOU USE A TOOTHBRUSH WITH? RIGHT – TEETH. PUT THE TOOTHBRUSH ON THE PICTURE OF THE TEETH. Continue in the same way with the other pictures.
5. If your child has difficulty placing the small cards on the matching pictures, have him point to the correct picture and you put the card where he points.



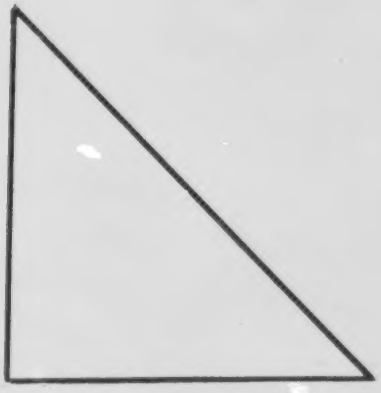
CONCEPT DEVELOPMENT

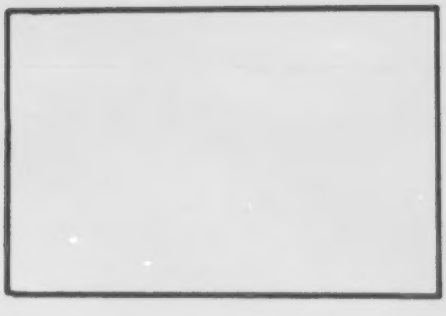
This section is concerned with increasing your child's language and comprehension skills. It accomplishes this through training of visual and auditory skills. As your child learns to accomplish these activities his communication skills will improve substantially. Make sure the atmosphere is quiet and relaxed when doing these activities with your child. It is best if the two of you are alone.

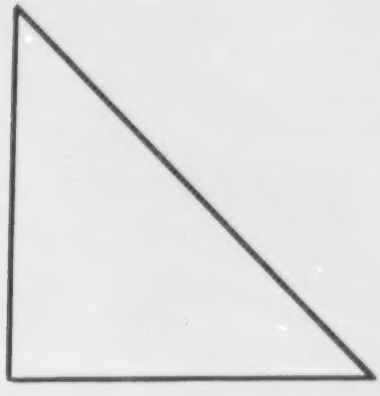
PURPOSE: To help your child learn to match shapes.

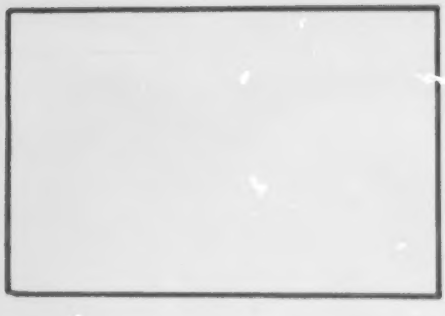
MATERIALS:
1. Shapes on the following two pages
2. Crayons
3. Scissors

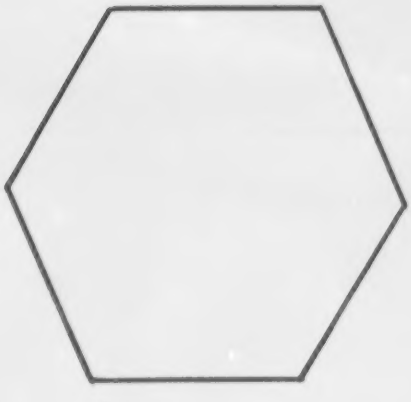
APPROACH:
1. Cut out the cards on the following two pages; color each shape a different color.
2. Keep one set of cards for yourself and spread a second set on a table in front of your child.
3. Now using your set of cards, choose one of the shapes and give it to your child. Then say, CAN YOU FIND THE VERY SAME SHAPE FROM THE SET OF CARDS ON THE TABLE?
4. Go on until all the cards have been matched.
5. If your child has difficulty finding the matching shape say to him, THIS IS A SQUARE. TRACE THE SQUARE WITH YOUR FINGER. Then have your child trace around the shape. If he is unable to do this, hold his finger and guide him through the process.
6. If your child is still unable to find the matching shape – show him the correct answer and have him trace each shape again. Explain to him how they are the same.







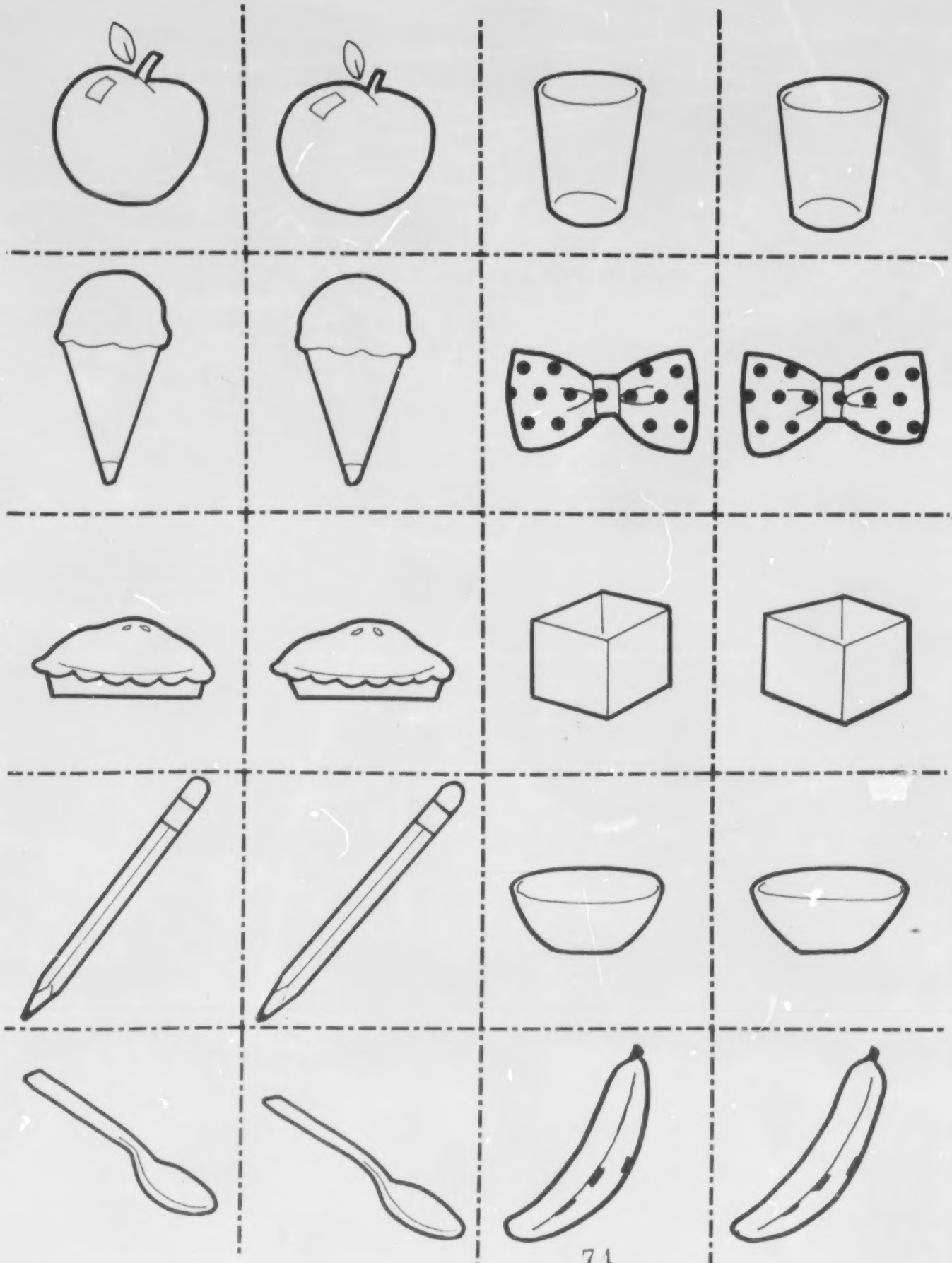




PURPOSE: To help your child match similar objects.

MATERIALS:
1. Pictures on the following page
2. Scissors

APPROACH:
1. Cut out the cards on the following page.
2. Spread out one set of cards in front of your child. Place the other set in a pile – face down. Ask him to name each object. Help him if he needs it.
3. Take the top card from the pile. Give the card to your child. Say, WHAT IS THIS? When he tells you, say, FIND THE OTHER (APPLE) JUST LIKE THIS ONE.
4. If your child has difficulty with this task, only give him three cards at a time from which to choose.



42a

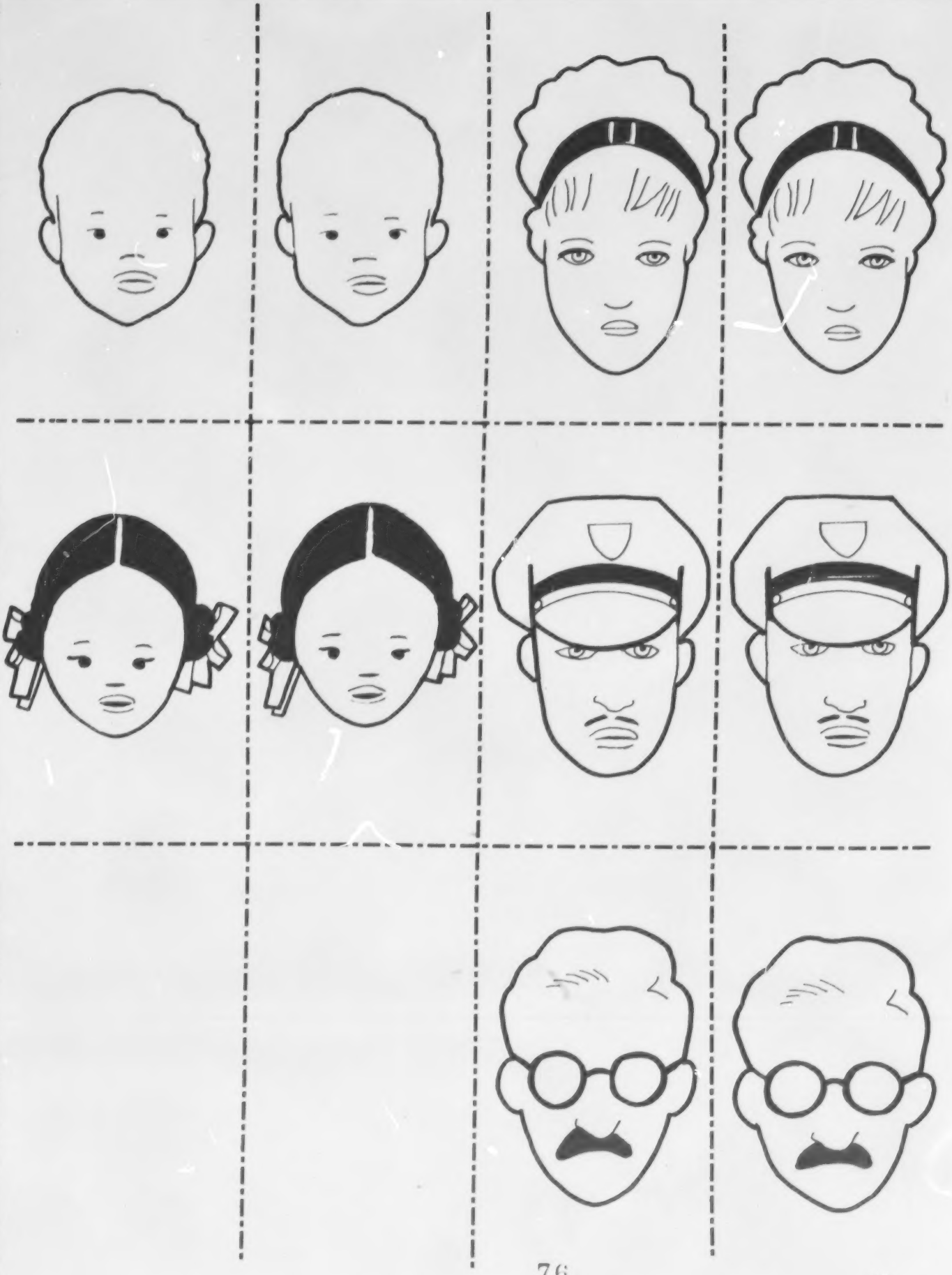
PURPOSE: To help your child match similar faces on cards.

MATERIALS:
1. Pictures on the following page
2. 3x5 index cards
3. Scissors
4. Paste

APPROACH:
1. Cut out pictures on following page. Paste them on cards.
2. Shuffle one set of cards and lay them out face up on a table in front of your child. Keep the matching set in a pile.
3. Say to your child, PICK ONE CARD FROM THE DECK. CAN YOU FIND THE MATCH (the one that's the same) IN THIS SET OF CARDS?
4. Then say, GOOD, I WOULD LIKE YOU TO MATCH ALL THE FACES. PLACE EACH ONE ON TOP OF ITS MATCH.

NOTE:

VARIATION: More faces can be cut from comic books and magazines.



43a

PURPOSE: To help your child match a familiar object with a picture of the same object.

MATERIALS:
1. A collection of every day items found around the house such as: a fork, a hat, a sock, a pencil, a comb, a brush, and a knife
2. A shoe box
3. Another box with pictures of these same items
4. One picture of a chair

APPROACH:
1. Show your child the picture of the chair. Name the chair and describe it. Explain to him how the picture matches a real chair.
2. Now, say to your child, I AM GOING TO PASS THIS BOX TO YOU. I WANT YOU TO TAKE ONE OBJECT OUT OF THE BOX AND LOOK AT IT CAREFULLY.
3. Put the object in front of your child while he is looking for the picture.
4. Now say to your child, I AM GOING TO GIVE YOU ANOTHER BOX. THIS TIME IT HAS PICTURES IN IT. FIND THE PICTURE THAT HAS THE SAME THING ON IT AS YOU JUST PICKED OUT OF THE OTHER BOX?
5. When your child is able to perform this task, have him look for the matching picture without the object in front of him.

PURPOSE: To help your child identify objects by listening to clues about that object.

MATERIALS: 1. Use common household items. For example, knitting needle, bottle opener, pencil, necklace, pot, toothpick, pie tin, ring, and book

APPROACH: 1. Place all the items of your choice on a table before your child.

2. Say, LOOK AT ALL THE THINGS ON THE TABLE. I AM GOING TO ASK YOU A QUESTION AND I WOULD LIKE YOU TO PICK THE THING WHICH YOU THINK IS THE BEST ANSWER. FIND IT AS QUICKLY AS YOU CAN. When you ask a question, your child must pick the object that fits.

3. Here is a list of questions that refer to the objects that were suggested. You can make up your own questions for other objects you may include:

a) What's long and sharp? (knitting needle)
b) What do you open bottles with? (can opener)
c) What do you use to write with on paper? (pencil)
d) What can be worn around your neck? (necklace)
e) What is used to cook with on the stove? (pot)
f) What is short and sharp? (toothpick)
g) What's round and shiny? (pie tin)
h) What is worn on your finger? (ring)
i) What do you read? (book)

4. If your child has difficulty with this exercise you could give him more clues about each object.

NOTE:

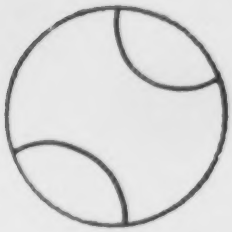
VARIATION: To make this activity more difficult for each object, ask a question that describes the object in more than one way. For example, WHAT IS LONG, YELLOW AND HAS A POINT? (a yellow pencil).

PURPOSE: To help your child develop an understanding of same and different.

MATERIALS:
1. Pictures on the following page
2. Scissors

APPROACH:
1. Cut out each card on the following page.
2. Show your child card A. Say, WHAT IS THIS? (pointing to one square) Say, WHAT IS THIS? (pointing to other square)
3. Now ask your child, ARE THESE PICTURES THE SAME?
4. Show your child card B, and ask him to name each picture. Say to your child, THESE ARE DIFFERENT. Ask him to tell you why they are different – (one is a house, the other is a toy ball).
5. Then say, LET'S LOOK AT THE OTHER CARDS. YOU TELL ME WHICH PICTURES ARE THE SAME AND WHICH ARE DIFFERENT. Discuss the differences.
6. If your child has difficulty with this activity, show him two matching small toys (i.e., two small trucks) which he can handle. Discuss how they are the same. Take one toy away and give your child a different toy to feel (i.e., a small doll). Discuss how they are different.

A



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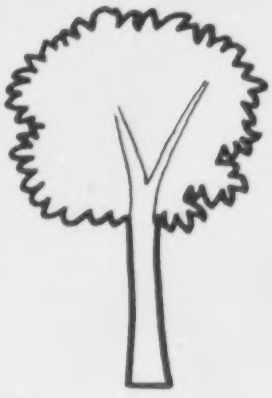

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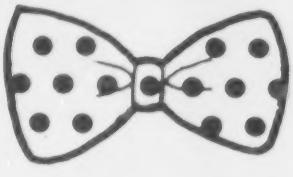

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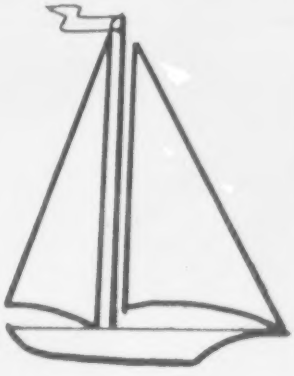

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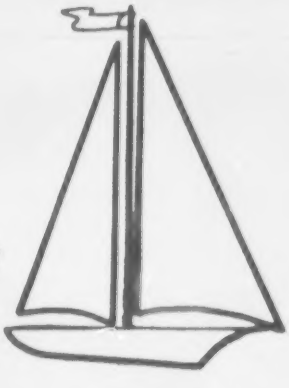


H

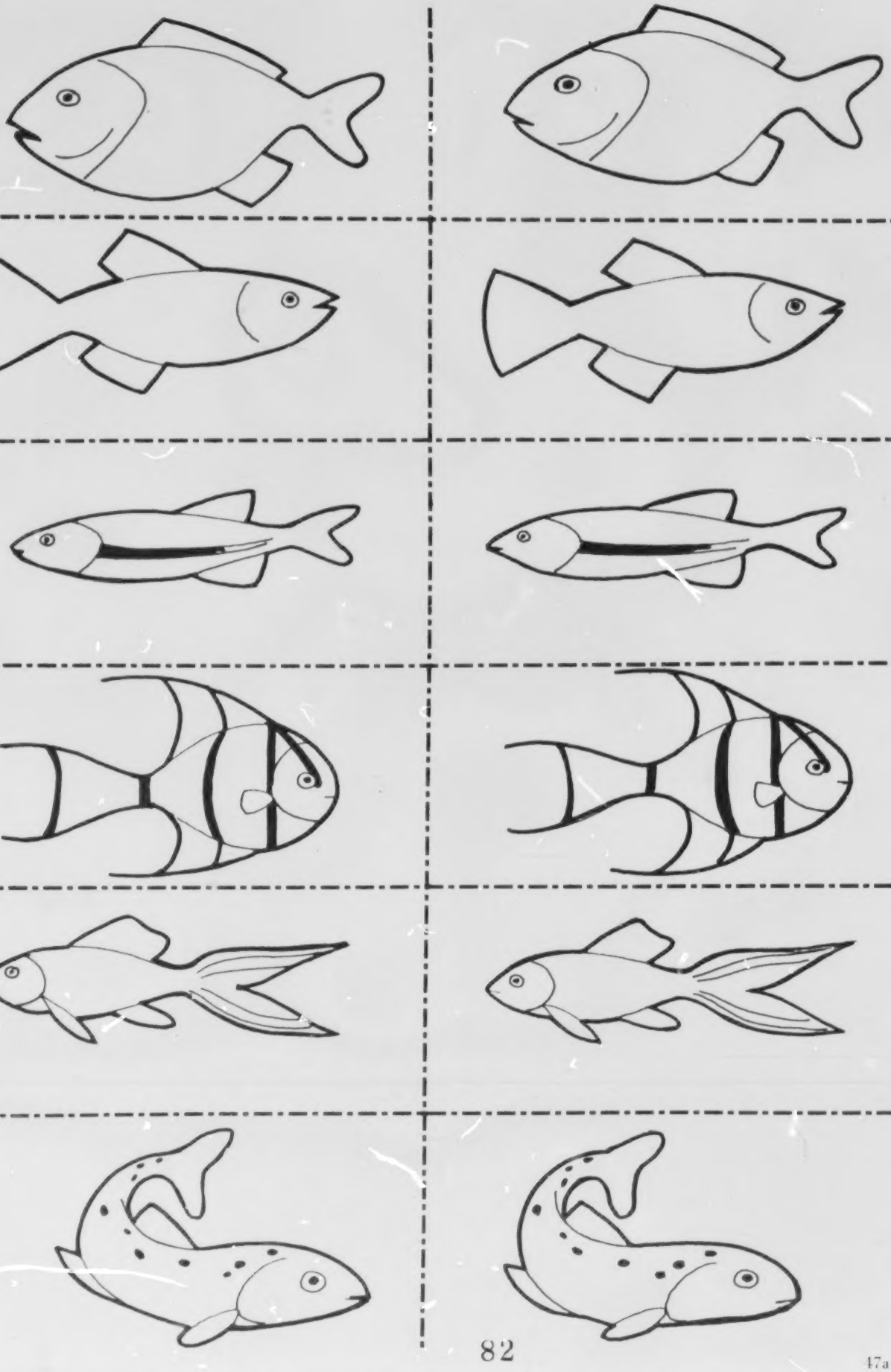
PURPOSE: To help your child match similar objects.

MATERIALS:
1. Pictures on the following page
2. Scissors

APPROACH:
1. Cut out the fish on the next page.
2. Hold one set of fish in your hand.
3. Spread the second set of fish on a table in front of your child.
4. Say to your child, PULL A FISH FROM MY PACK. NOW, LOOK THROUGH THE PILE OF FISH IN FRONT OF YOU, AND PULL OUT THE VERY SAME FISH.
5. If your child has difficulty, show him the matching fish. Discuss with him why they are the same.
6. Ask your child to do the same thing with the remaining fish.

NOTE:

VARIATION: You can put paper clips on the fish and then spread them out on the floor. Make a fishing rod (pencil) with a string tied to one end and a small magnet to the other end, let your child "fish" for the fish that is exactly the same as the one you are holding up.



PURPOSE: To help your child sort squares into groups.

MATERIALS: 1. Several two inch squares cut from two different patterned wallpaper (such as a striped and flowered)

APPROACH: 1. Place a pile of wallpaper squares in front of your child. There should be plenty of room so he can spread out the wallpaper squares.

2. Then say to your child, SPREAD OUT YOUR SQUARES, AND PUT ALL THE ONES THAT ARE EXACTLY THE SAME TOGETHER. You can help if necessary.

3. If your child is able, once all the squares are sorted, ask him to tell you the colors he sees on each square.

NOTE: Start with a small number of squares and increase them step by step.

PURPOSE: To help your child remember what he has seen.

MATERIALS:
1. A plastic fork
2. A swatch of cloth
3. A paper clip
4. A small ball
5. A toy animal
6. A large tray
7. A shoe box with a cover

APPROACH:
1. First, have your child name each item. If he does not, let him hold each one and talk about it with him.
2. Place the objects one by one into the box and have your child tell you the name of the object.
3. Place the five objects together on the tray and show them to your child for a moment.
4. Have your child close his eyes while you take away one of the objects. Now ask him to open his eyes and name the missing object.
5. If your child has difficulty with this task, do the same thing with only three objects on the tray.
6. After your child becomes successful at this game, you can make it more difficult by increasing the number of objects on the tray.

PURPOSE: To help your child remember shapes.

MATERIALS:
1. Construction paper in different colors
2. Scissors
3. Two pieces of white paper

APPROACH:
1. Cut out two blue triangles, two red circles, two green squares, two yellow rectangles. One set of shapes is for you. The other set is for your child.
2. Hold up one shape, then take it away. Now ask the child to remember what color it was. If your child needs practice, do this several times with different colored shapes. Continue with the other cards.
3. Place one set of shapes on each piece of white paper. Place them in front of your child.
4. Take one shape away from one set and say to your child, WHICH SHAPE DID I TAKE AWAY? Do the same thing with the other shapes in your set.
5. If your child has difficulty remembering which shape was taken away, point out the shapes on the second sheet of paper. Say, WHICH SHAPE IS ON THIS PAPER, THAT IS NOT ON THE OTHER PAPER?
6. If your child is still unable to find the missing shape, have him place all the shapes from the one piece of paper on top of their matching shapes. The shape which is left must be the one you took away.

PURPOSE: To help your child learn to place objects in a given order.

MATERIALS: 1. Two sets of household objects such as spoons, pots, plates, forks, and knives

APPROACH: 1. Keep one set of objects for yourself and give one set to your child.

2. Start with sets of three different objects. As your child succeeds in this activity increase the number gradually.

3. Line up your set of household objects and ask the child to place his objects in the same order.

4. If your child has difficulty, have him place each of his objects next to yours. Point to the first object of each group and say, HERE IS A SPOON AND HERE IS A SPOON. Then point to the second object in each set and say, NEXT IS A POT AND HERE IS A POT. Do the same thing with the third object. Slide his set of objects away from your set and say, SEE THEY ARE IN THE SAME ORDER. Repeat the names of the objects as you point to each set again.

NOTE:

VARIATION: Change the order of objects and ask your child to imitate the action.

PURPOSE: To help your child learn left to right sequential order.

MATERIALS: 1. Two sets of five small toys, such as toy boat, toy watch, toy car, crayon, comb

APPROACH: 1. Sit opposite your child. Line up both sets of objects, one in front of you and one in front of your child so that he can see both of them clearly.

2. Name each object. Mix up two of the objects in the set in front of your child. Say to your child, THERE IS A MISTAKE HERE. CAN YOU FIX IT? Have him correct his set to look like yours.

3. If your child has difficulty with this task, point to the first object of each set and name it; then the second object, etc. When you reach the objects which have been changed, say, THESE ARE NOT THE SAME. HERE IS THE MISTAKE.

4. Help your child until he can find the mistakes himself.

PURPOSE: To help your child learn to remember the order of objects.

MATERIALS:
1. Five small toys
2. A sheet of paper

APPROACH:
1. Place two toys next to each other on a sheet of paper.
2. Say to your child, LOOK AT THESE TOYS. I'M GOING TO TAKE THEM AWAY. AND, I WANT YOU TO PUT THEM BACK JUST AS THEY ARE NOW.
3. Take away the toys and give them to your child.
4. Then say, PUT THESE TOYS JUST AS THEY WERE.
5. When your child is able to do this activity, increase the number to three, four, and then five objects.

PURPOSE: To help your child remember what he hears, in the order in which he hears it.

MATERIALS: None

APPROACH:

1. Clap your hands in loud, medium and quiet sound patterns. Tap out a pattern and ask your child to listen and imitate you by clapping his hands.

2. Here are some examples of sound patterns:

   a) quiet, quiet, loud
   b) quiet, medium, loud
   c) loud, quiet, quiet
   d) medium, loud, loud
   e) medium, quiet, loud
   f) loud, loud, quiet

3. If your child has difficulty with this exercise, clap your hands to the sounds of his name or a favorite word. For example –

PURPOSE: To help your child combine sounds which he hears.

MATERIALS: None

APPROACH:

1. Say, WE WILL PLAY A GAME IN WHICH I WILL SAY PARTS OF A WORD AND YOU WILL TELL ME WHAT WORD I'M SAYING.

2. Here is a list of words that can be used in this game. When the word is divided by the word "pause", be silent for the moment, and then say the rest of the word. Then, ask your child to put the sounds together to make a whole word.

3. Here are some suggestions:

b (pause) all	(ball)
can (pause) dy	(candy)
ice (pause) cream	(ice cream)
flow (pause) er	(flower)
tur (pause) key	(turkey)
nick (pause) le	(nickle)

4. If your child has difficulty with this exercise, have him repeat the sounds as you say them. Then, put the sounds together with your child.

PURPOSE: To help your child learn to follow directions.

MATERIALS:
1. A key
2. A book
3. A hanger
4. A towel
5. A sock
6. A shoe
7. A comb
8. And, other household items

APPROACH:
1. This is the "Bring Me" game. With your child sitting in front of you, ask him to bring you a key (or any other item). Your child should hand you the object.
2. Next, say, BRING ME THE FLOOR (or the sink, door, ceiling, etc.). Your child should not move.
3. Change the order around to make sure he is listening.
4. If your child has difficulty with this activity, act out the directions for him to imitate, first.

NOTE:

VARIATION: You can change the game by asking your child to bring you two things, and then three things.

PURPOSE: To help your child listen to and remember what is said to him.

MATERIALS: None

APPROACH: 1. Ask your child to repeat these sentences after you.

a) The girl ran.
b) The boy ran down.
c) The big dog ran down the street.
d) The little girl in the pink dress walked passed me.
e) The little black dog barked and then chased the squirrel around the park.

2. If your child has difficulty with this exercise, ask him to repeat the following familiar phrases, instead:

a) Go away.
b) It's mine.
c) My mommy
d) I am hungry.
e) You are pretty.

PURPOSE: To help your child listen to and remember what he hears.

MATERIALS: None

APPROACH:

1. Ask your child to listen carefully to the words you are going to say to him. Then, he is to repeat the words in the same order you said them to him.
2. Recite a group of three words that rhyme such as fell, cell, and bell.
3. Here are other groups of words that rhyme. You may want to add other rhyming words to each group.

bake	pill	map	slob	silly	can	top
make	fill	sap	mob	hilly	man	mop
sake	dill	tap	glob	Billy	Dan	bop

mail	tin
fail	sin
sail	pin

4. If your child has difficulty ask him to repeat two rhyming words instead of three.

PURPOSE: To improve your child's ability to understand what is said to him.

MATERIALS:

1. Different types of pans, for example, a frying pan, sauce pan, cake pan, and muffin tin

APPROACH:

1. Place two pans between you and your child. Tell him their names.
2. Then say, PUT THE CAKE PAN IN FRONT OF THE FRYING PAN. Now say, PUT THE FRYING PAN TO THE RIGHT OF THE CAKE PAN.
3. If your child has difficulty with this task, show him what he is to do. Then say, NOW THE CAKE PAN IS IN FRONT OF THE FRYING PAN. NOW, I WILL MIX THEM UP. Ask him to try it again.
4. Continue with other pans and directions.
5. Let your child give you some directions.

NOTE:

VARIATION: You can also use towels, groceries, clothing, etc. By using different items you are helping to increase your child's vocabulary.

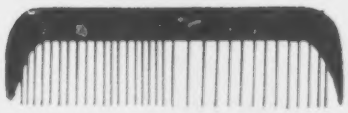
PURPOSE: To help your child match objects according to their uses.

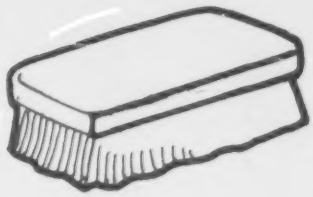
MATERIALS:
1. Pictures on the following page
2. Scissors

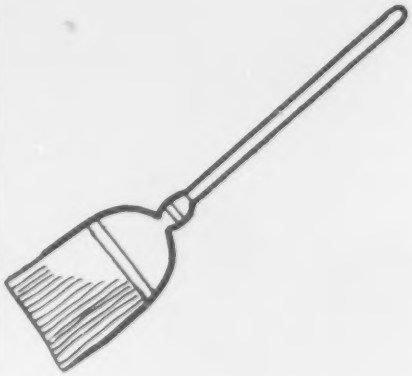
APPROACH:
1. Cut the pictures on the following page on the dotted lines only.
2. Place the first group of pictures in front of your child, and say, HERE ARE PICTURES OF A COMB, A BRUSH, AND AN APPLE. Be sure that each object is named. If necessary you may help.
3. Then say, TWO THINGS BELONG TOGETHER. CAN YOU TELL ME WHICH TWO? If he is right do the same thing with the other groups of objects.
4. If your child has difficulty, show him an actual comb, brush, and an apple. Ask him what each is used for. Discuss why the comb and the brush belong together.

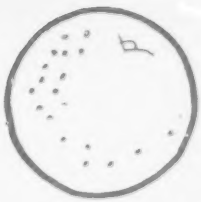
NOTE:

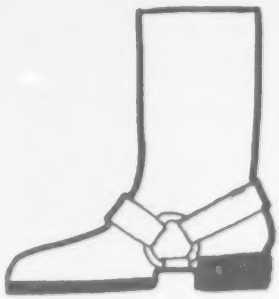
VARIATION: Use pictures from magazines or newspaper.

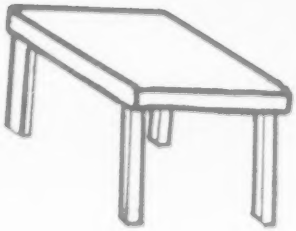


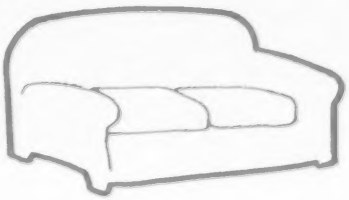












PURPOSE: To help your child find objects that belong together.

MATERIALS:
1. The pictures on the next page
2. Scissors
3. A sheet of plain paper

APPROACH:
1. Show your child the first group of pictures. Cover all the other pictures on the page with a plain sheet of paper.
2. First identify each picture. Then ask your child to find the pictures that belong together.
3. If your child has difficulty, discuss what each object is used for. Then say, WHEN WE EAT AT THE TABLE – DO WE STAND UP OR DO WE SIT DOWN? When your child answers, say, WHAT DO YOU SIT ON?
4. Do the same with the other pictures on the page.

PURPOSE: To help your child name objects which belong to the same group.

MATERIALS: 1. Pictures of three different fruits including a banana

APPROACH

1. Show your child pictures of three different fruits including a banana. Name each fruit. Then say to your child, THESE ARE ALL FRUITS. TELL ME THE NAME OF ANOTHER FRUIT.
2. If necessary, give your child the right answers. Then try this activity again another day.

NOTE:

VARIATION: Ask your child the names of vegetables, meats, desserts, things you wear, things you ride in, or things you play with.

VARIATION: After your child names the things in one group, ask him to name something that does not belong to that group. For example, after he names as many fruits as possible, say, NOW TELL ME SOMETHING YOU EAT THAT IS NOT A FRUIT.

PURPOSE: To help your child match things that don't look alike but that belong to the same group.

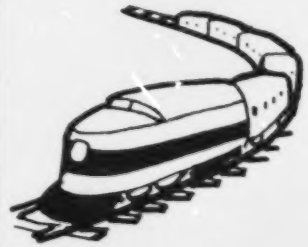
MATERIALS:
1. The pictures on the following page

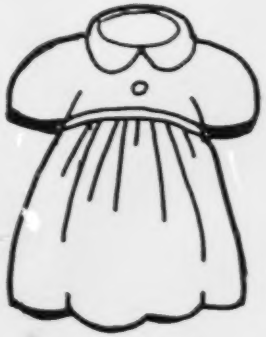
APPROACH:
1. On the first line of the next page, point to the truck and say, SEE THIS? Then, pointing to the rest of the things on the same line, say, CAN YOU FIND ANOTHER ONE OVER HERE?

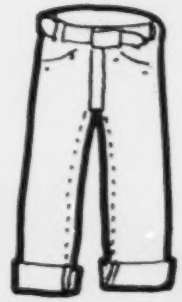
2. If your child has trouble, say, THIS IS A TRUCK. CAN YOU FIND ANOTHER ONE OVER HERE? Point to the truck first, and then to the other things on the same line. If necessary, point to the small truck and tell your child that the big truck and the small truck are the same because they are both trucks.

3. Continue, in the same way on the rest of the page.

4. If your child continues to find this activity hard, ask him to name each thing and tell you what it is for.







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102

103

PURPOSE: To help your child find the object which does not belong.

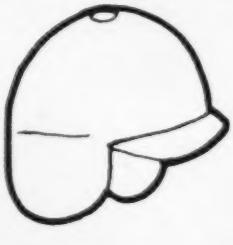
MATERIALS: 1. The pictures on the following page

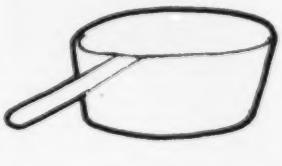
APPROACH: 1. On the next page, point to the ball and ask your child, CAN YOU TELL ME WHAT THIS IS? Then, ask him to name the other things in that line.

2. When he has correctly named all the things in that line, ask him, WHICH ONE DOES *NOT* BELONG? WHY?

3. If your child does not understand, point to the telephone and tell him that it does not belong because the telephone is the only one that is not used to play baseball.

4. Continue, in the same way, with the rest of the page.





PURPOSE: To help your child place pictures in order according to time sequence.

MATERIALS:
1. See the next pages for pictures
2. One envelope for each group of pictures

APPROACH
1. Cut each group of pictures into three sections, and place them in an envelope.

2. Give one envelope (with one set of pictures) to your child, and say, HERE ARE SOME PICTURES. TAKE THEM ALL OUT, AND LOOK AT EACH ONE FOR A MOMENT. NOW PUT THEM TOGETHER SO THAT THE PICTURES WILL TELL A STORY.

3. Once your child has put the pictures together, say, TELL ME A STORY ABOUT THE PICTURE.

4. If your child is unable to do this activity, you can ask him which happens first; then next, and last.

NOTE: Be sure the story makes sense with a beginning, a middle and an end.

VARIATION: You can use comic strips from newspapers or old comic books.

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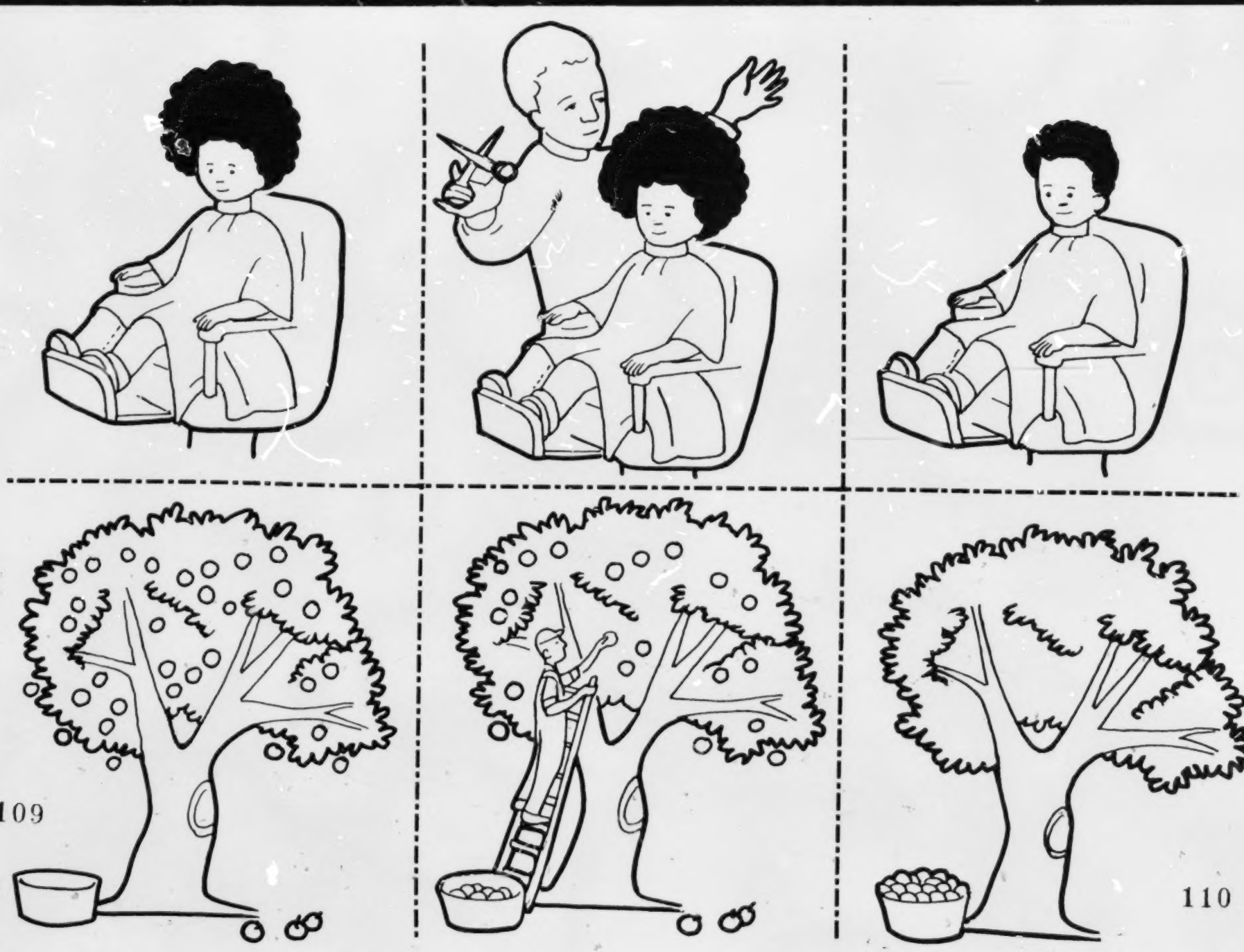

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PURPOSE: To help your child understand the meaning of opposites.

MATERIALS: 1. The pictures on the following page

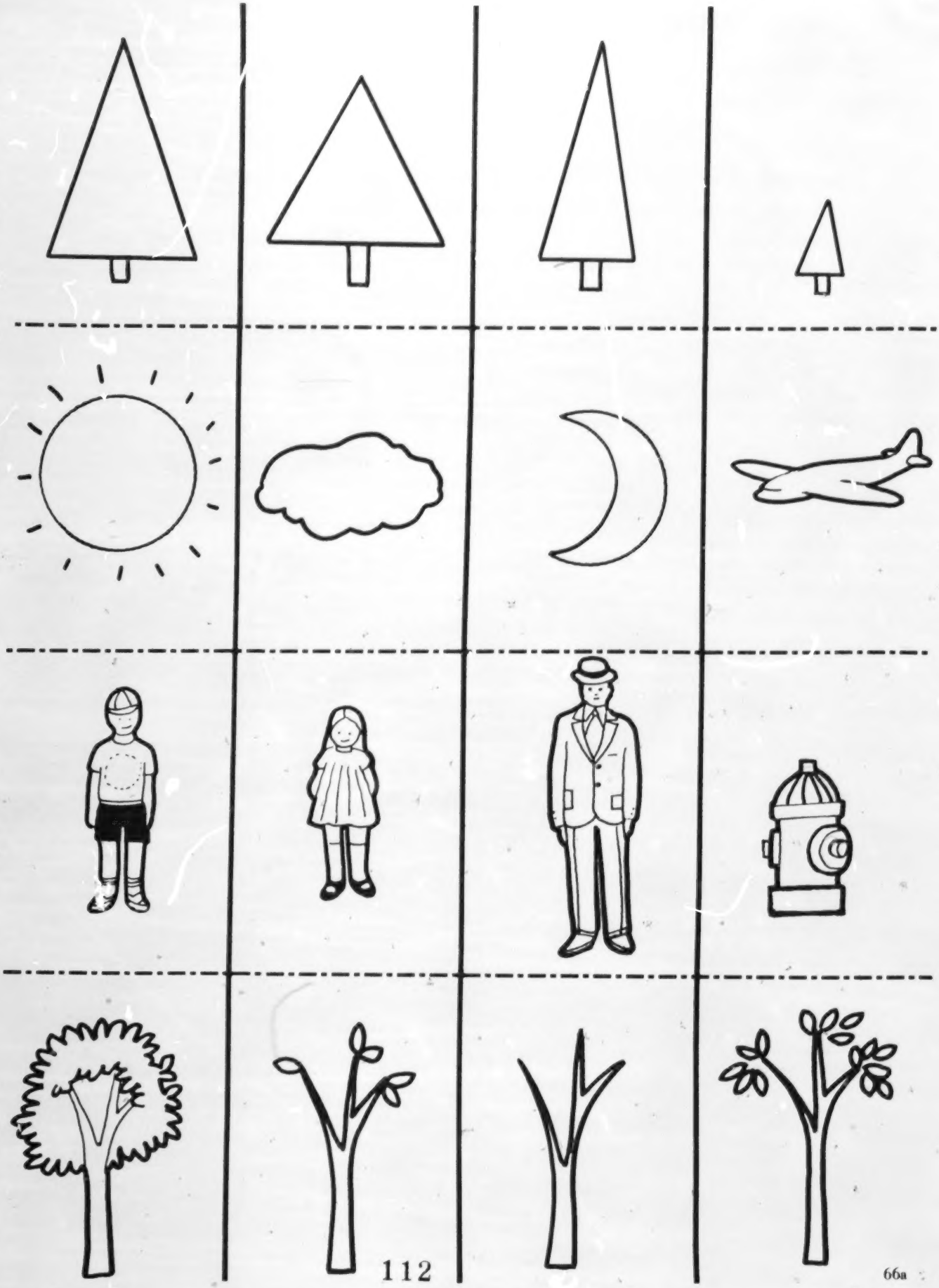
APPROACH: 1. Place the pictures on the following page in front of your child.

2. Point to the large tree and say, LOOK AT THIS TREE. Then point to the other trees and say, NOW LOOK AT THESE TREES. Point to the first tree again and say, POINT TO THE TREE THAT IS THE *OPPOSITE* OF THIS ONE.

3. If your child has difficulty with this task, when you point to the large tree, say, THIS IS A LARGE TREE. CAN YOU FIND THE SMALL TREE?

4. If your child does not point to the smallest tree, show him the right answer.

5. Continue, in the same way, with the other pictures.



PURPOSE: To help your child identify things in a picture which do not make sense.

MATERIALS:
1. The pictures on the following page
2. A piece of paper

APPROACH:
1. Use a piece of paper to cover up all, except one, of the pictures on the following page.

2. Show your child each picture and say, WHAT'S SILLY ABOUT THIS PICTURE?

3. If your child has problems, help him see what is silly by asking questions. For example, in the first picture at the top of the next page, ask, WHAT SHOULD THE BOY BE WEARING IF HE'S BUILDING A SNOWMAN?

4. If the child still has difficulty, discuss the picture with him. For example, IF THE BOY IS BUILDING A SNOWMAN, IT MUST BE *COLD* OUTSIDE, RIGHT? DO YOU WEAR A BATHING SUIT WHEN IT IS COLD AND SNOWING OUTSIDE?

5. Do the same thing with each picture on the page.

PURPOSE: To help your child understand the concept of what happens next.

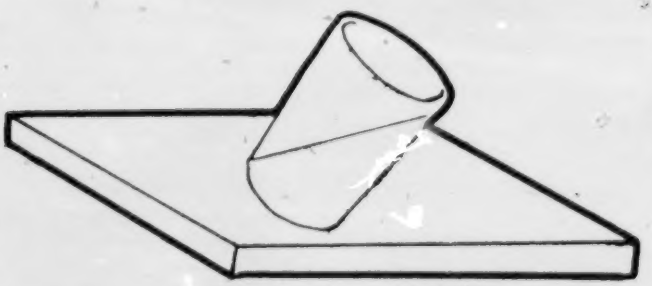
MATERIALS:
1. The pictures on the following page
2. A plain piece of paper

APPROACH:
1. On the following page there are several pictures. Using the piece of paper, cover up all but one picture. Then, ask your child to look at the picture and tell you what is going to happen next.

2. If the child has trouble with this activity, discuss the pictures with him.

3. When he has said what is going to happen in the first picture, go on to the next. Use the paper to cover up the other pictures.

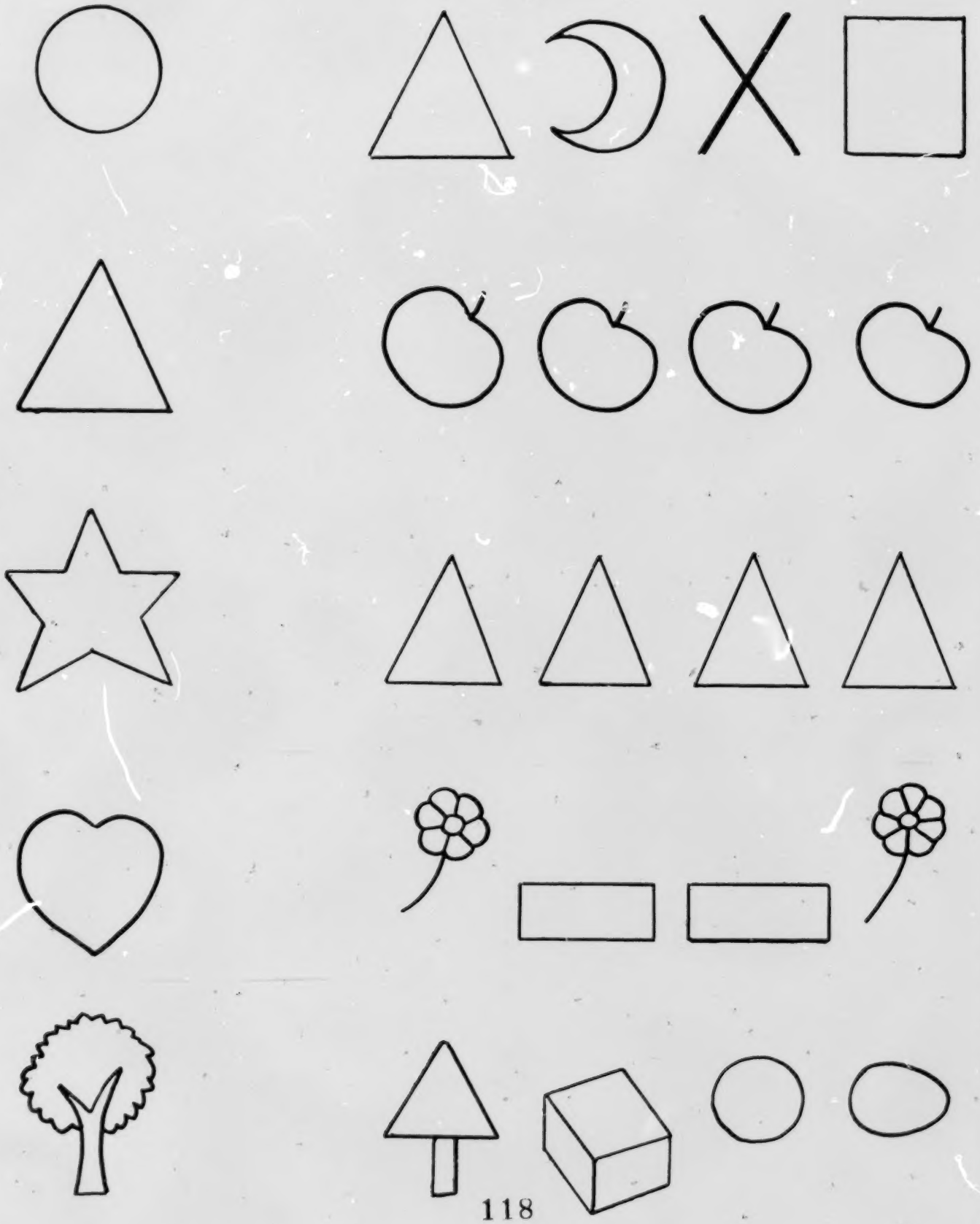
NOTE: These pictures may help your child to develop his language skills. They may be used for oral short stories.



PURPOSE: To help your child distinguish direction, i.e., left to right, and top to bottom.

MATERIALS:
1. The picture on the following page
2. Crayons (1 red and 1 blue)
3. Tracing paper

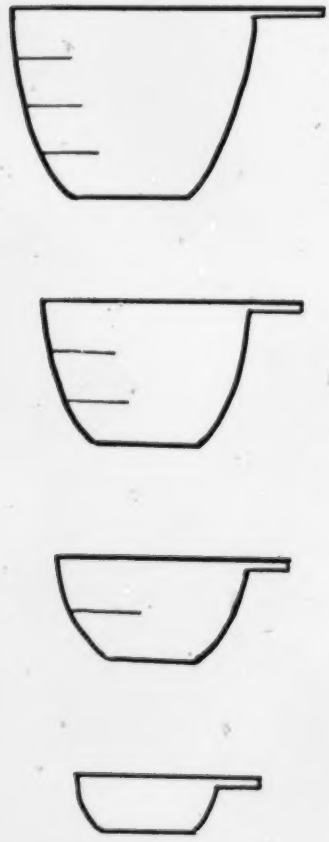
APPROACH:
1. Trace picture on following page. Place in front of your child.
2. Say, LOOK AT THE FOUR PICTURES BESIDE THE CIRCLE. LET'S NAME THEM. Name each picture with your child. LISTEN CAREFULLY AND DO WHAT I ASK YOU TO DO. WE WILL MOVE FROM LEFT TO RIGHT, AND TOP TO BOTTOM. At this point, show your child the left to right direction and top to bottom direction.
3. When your child is ready with a crayon in his hand, point to the circle. Say, COLOR THE MOON. COLOR THE SQUARE. Give him all directions one at a time.
4. Now point to the triangle. Say, COLOR THE *FIRST* APPLE RED. COLOR THE *LAST* APPLE BLUE.
5. Point to the star. Say, PUT A DOT *UNDER* THE SECOND TRIANGLE AND A DOT *OVER* THE THIRD TRIANGLE.
6. Point to the heart. Say, COLOR THE FLOWER ON THE *LEFT*. COLOR THE FLOWER ON THE *RIGHT*.
7. Point to the tree. Say, COLOR THE *FIRST* PICTURE. COLOR THE PICTURE *NEXT* TO IT.
8. Point to the tree again. Say, MAKE A LINE *OVER* THE CIRCLE. MAKE A LINE *UNDER* THE EGG.



PURPOSE: To help your child match objects of different sizes and arrange them according to size.

MATERIALS:
1. Measuring cups
2. Measuring spoons

APPROACH:
1. Put the cups on a table, mixing up their order. Ask your child, WHICH CUP IS THE BIGGEST? WHICH CUP IS THE SMALLEST?
2. Have your child put the cups in order from the largest cup to the smallest cup.
3. Do the same with the measuring spoons.
4. Next ask your child to put the biggest spoon in the biggest cup until all spoons and cups are matched.



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PURPOSE: To help your child learn that counting has a beginning and an end.

MATERIALS:

1. Ten pennies

APPROACH:

1. Place the pennies in a circle with the heads down.
2. Now say, I WANT YOU TO COUNT THE PENNIES. FLIP OVER EACH COIN AS YOU COUNT IT. (This is done so that the child will know where he started to count.)
3. Have him repeat the activity starting at the same point.
4. If your child has difficulty with this activity, tape a small piece of red construction paper to the *one* side of the coin. When he flips the coin over, he should see that paper.
5. Now have your child count the pennies without flipping them over. *Important:* your child must notice at what point he is starting to count the pennies so that he will count each penny only once.

PURPOSE: To give your child practice in counting.

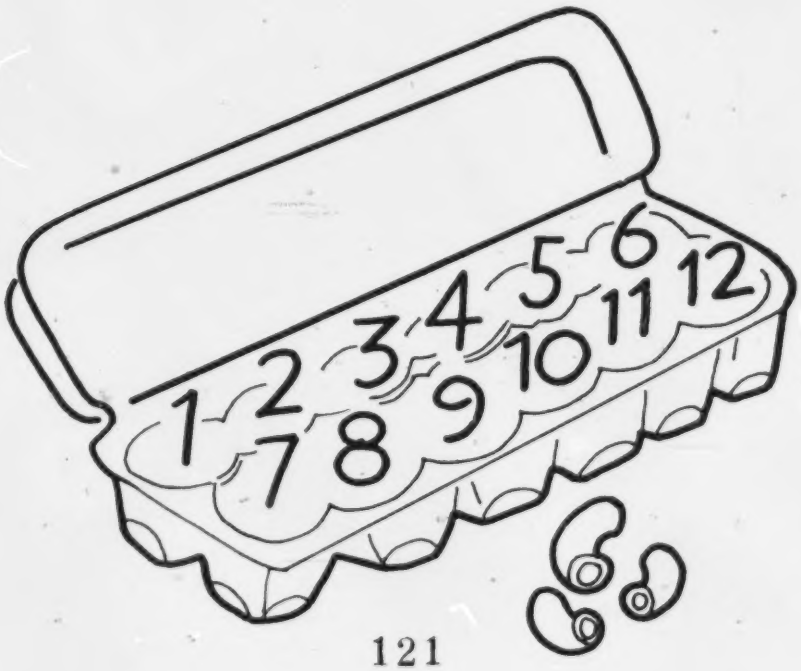
MATERIALS:
1. Egg carton
2. Dry macaroni
3. Felt marker pens

APFROACH:
1. Using the divided sections of the egg carton, write in the numerals 1 to 12. Use a different color marker for each section and circle each numeral with its matching color.

2. Color macaroni with the same colors used for the markings. For example, if the circle around number 1 is orange, color 1 macaroni orange, if the number 2 has a blue circle, color them blue, etc.

3. Have the child sort the macaroni by number and color.

NOTE: Put the numbers inside at the bottom to make the activity easier. Use only 6 or less sections of the egg carton. To make the exercise more difficult, use 2 colors in some sections and color and macaroni in 2 colors.



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PURPOSE: To help your child use the correct numeral associated with a group of objects.

MATERIALS: 1. Pictures of objects on cards. Put one to five objects on each card.

APPROACH: 1. You say, I AM GOING TO SHOW YOU PICTURES OF SOME THINGS. Hold up the first card and say, LOOK AT THESE THINGS AND TELL ME HOW MANY THINGS YOU SEE. If necessary, help him name the objects and then count them.

2. Continue with the rest of the cards. Be sure to mix up the order of the cards.

NOTE:

VARIATION: Another activity to reinforce the same concept is to make a booklet for your child out of construction paper. Help him to find pictures in magazines and paste them into the book. Paste a different number of pictures on each page. (e.g., 1 house on first page; 2 dogs on second page, etc.)

PURPOSE: To help your child learn to count from 1 to 10.

MATERIALS:
1. Ten crayons in a paper cup
2. Fifteen beads in a shoe box
3. Twenty jellybeans in an open can [illegible]ish

APPROACH:
1. Place the three containers with the crayons, beads, and candy in front of your child.

2. Then say, _____ (insert child's name), CAN YOU GIVE ME FOUR CRAYONS? Continue in this manner using beads, changing the number of items asked for. Save the candy for last, and at the end of the activity he can eat some as a reward.

PURPOSE: To help your child learn to string different numbers of colored beads.

MATERIALS:
1. Wooden beads – red, yellow, blue, green, purple, orange
2. Crayons – the same colors as the beads
3. Shoe laces
4. Large sheets of white paper cut into long strips – approximately 24" x 3"

APPROACH:
1. Place beads, paper strips and crayons in front of your child.

2. Show him how to string the beads on the shoe laces.

3. Ask your child to string one yellow bead and one purple bead. Have him place the string of beads above the paper. Say, DRAW A PICTURE OF YOUR STRING OF BEADS. Make sure your child draws the beads from left to right. Say, MAKE THE RIGHT NUMBER OF BEADS. MAKE THEM THE RIGHT COLOR.

4. Ask your child to do the same with the following combinations:

   a) String one red bead and one green bead.
   b) String two red beads and two blue beads.
   c) String two orange beads and two blue beads.
   d) String three green beads and three red beads.
   e) String three yellow beads and three purple beads

5. If your child has difficulty, draw a picture of the bead pattern and have your child color them to match the pattern.

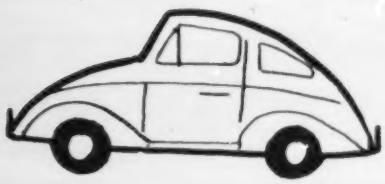
NOTE:

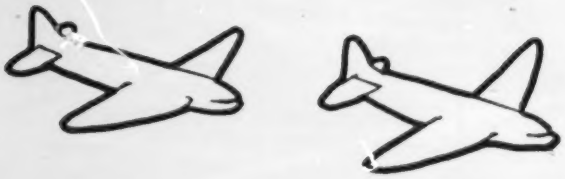
VARIATION: Give your child crayons and ask him to make colored circles, e.g., 3 green circles and 3 red circles.

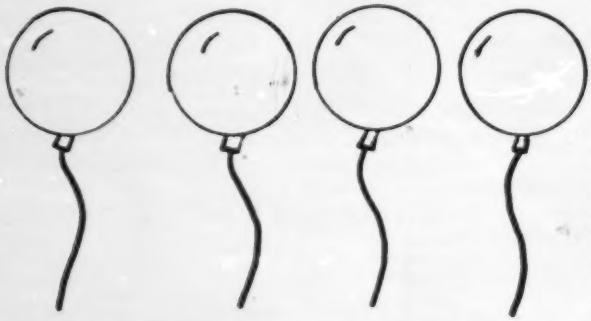
PURPOSE: To help your child match sets of objects.

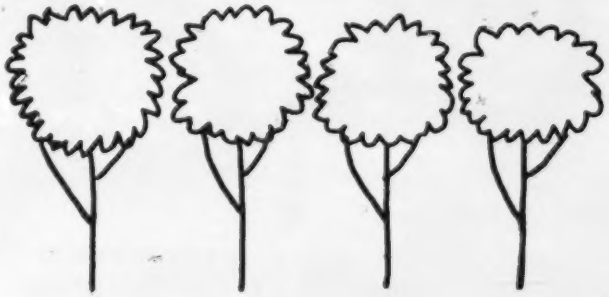
MATERIALS:
1. The pictures on the next page
2. Scissors

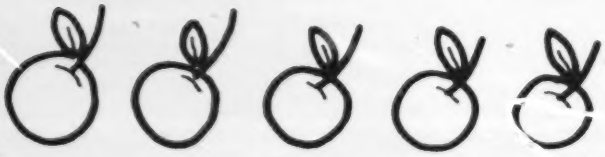
APPROACH:
1. Cut out cards on the following page.
2. Keep one set of cards for yourself and spread the second set on a table in front of your child.
3. Using your set of cards, choose one card and give it to your child. Then say, CAN YOU FIND THE CARD ON THE TABLE WITH THE SAME NUMBER OF PICTURES ON IT?
4. Continue until all the cards have been matched.
5. If your child has difficulty, count the objects in the picture with your child. Then have him count the objects in his set of pictures until he finds the correct match.

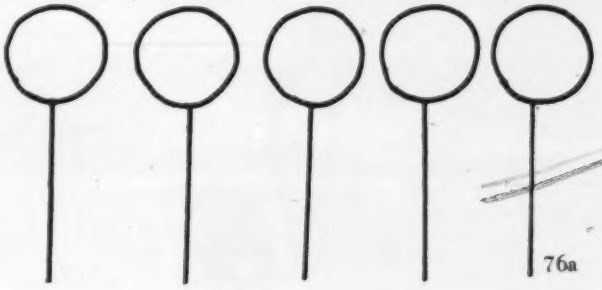












76a

PURPOSE: To help your child learn to match sets from 0-9.

MATERIALS:
1. Ten pieces of cardboard cut into 8" x 11½" cards, these will be domino cards.
2. Black felt-tip pen
3. Large envelope
4. Plastic or paper cut-out numerals from 0 to 9

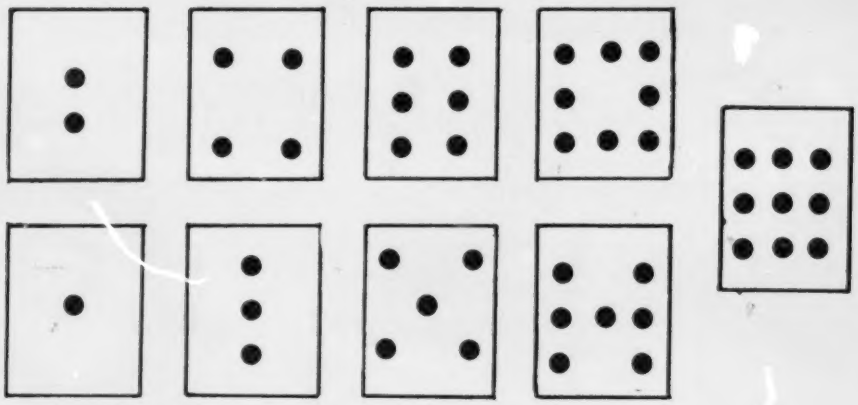
APPROACH:
1. Use the black felt-tip pen to paint dots on the cardboard domino cards. Place one dot on the first card, two dots on the next, three on the next and so on. One card will be blank.

2. Place the plastic or paper cut-out numerals inside the envelope and give it to your child.

3. Hold up a domino card to your child and ask him to find the numeral in the envelope that matches the number of dots on the card you are holding.

4. If your child gives an incorrect answer, ask him to count the dots aloud.

5. If your child has a problem finding the correct numeral in the envelope, you could lay them out in front of him.



PURPOSE: To help your child match sets of dots.

MATERIALS:
1. Dice
2. Set of dominoes

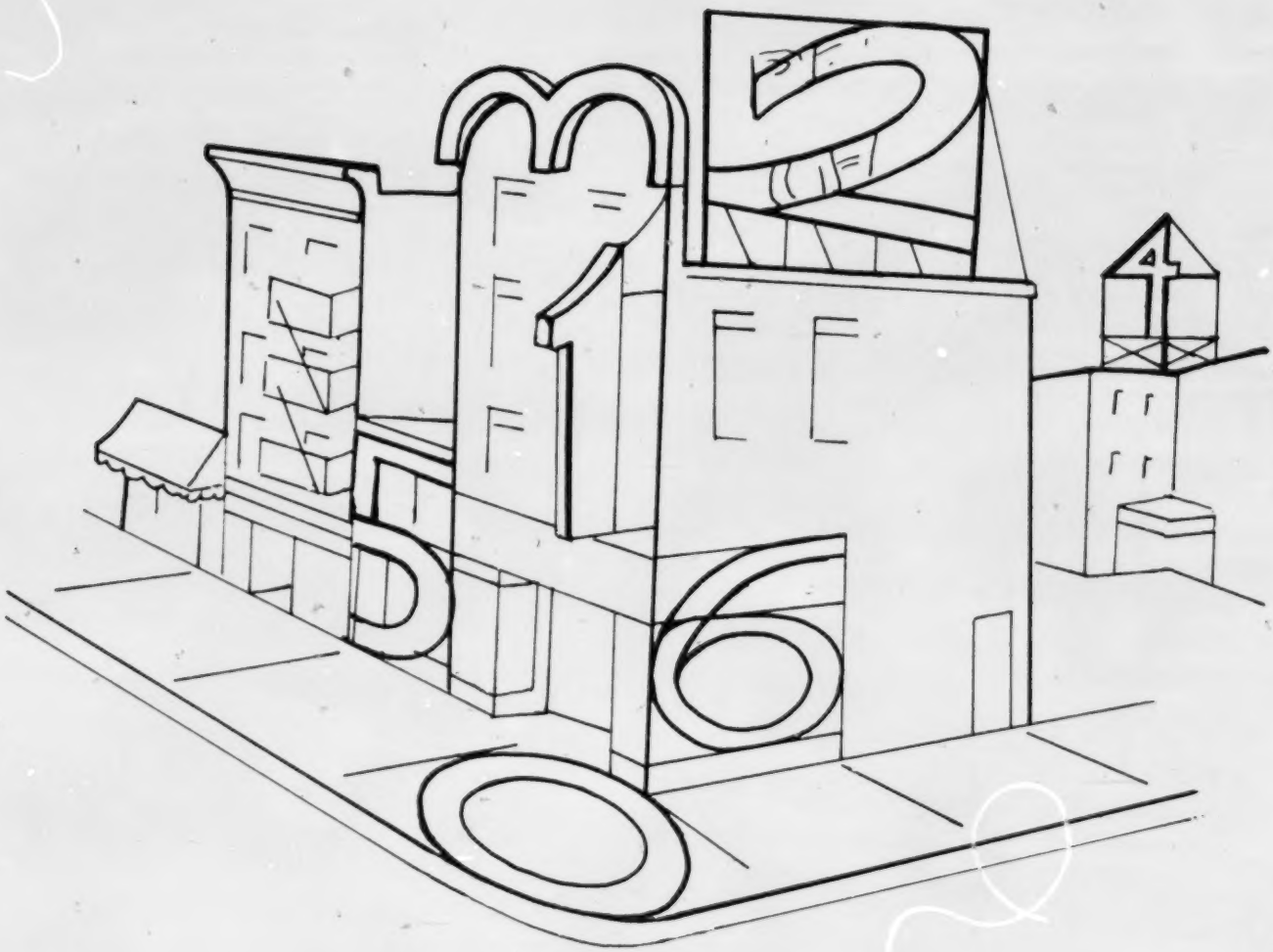
APPROACH:
1. Put some of the dominoes on the table. Ask your child to throw the dice and find a domino that has the same number of dots.

2. Then ask your child to match the ends of the dominoes to each other. Example: 4 dots are matched to 4 dots on another domino.

PURPOSE: To help your child find the numerals 0-6 hidden in a background.

MATERIALS:
1. Picture on the next page
2. Crayons
3. A sheet of plain paper

APPROACH:
1. Write the numerals 0-6 on top of the paper.
2. Place the paper in front of your child. Point to each numeral and name them for your child. Say, WATCH ME TRACE THESE NUMBERS. Trace over each numeral with your finger. Name it as you trace it.
3. Now ask your child to do the same thing. If he is unable to trace by himself, hold his finger and guide him through the process.
4. After your child has traced and named each numeral give him the picture on the following page. Say to your child, HERE IS A HOUSE. THERE ARE NUMERALS HIDING IN THE HOUSE. LET'S TRY TO FIND THEM.
5. Say, WHERE IS THE NUMERAL ONE? If your child cannot find it, show him the numeral *one* which he just traced. If he still cannot find it, show it to him. Have him trace the numeral with his finger.
6. Say, COLOR THE NUMBER ONE.
7. Do the same thing with all of the numerals in the picture.



79a

Cooking is a fun way to help your child understand basic math concepts. By creating recipes with him, he will learn to:

a) measure ingredients
b) understand quantities and weight
c) follow steps in order
d) follow directions

NOTE: The included recipes have been written with pictures cues so your child can read (a) the needed ingredients, (b) the instructions on how to make each recipe.

Mexican Tomato Broth

1 (one) can beef broth

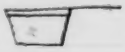
1 (one) cup tomato juice

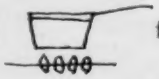
¼ (one quarter) teaspoon salt

1 (one) sprinkle of oregano

How to make

1 Mix together beef broth and tomato juice and

salt and oregano in a  pot

2. Boil  for 5 (five) minutes

3. Pour into a cup and serve with crackers.

Ice Cream Float

1 (one) glass

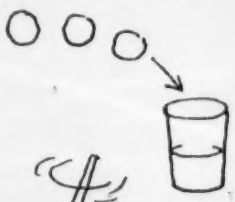
1 (one) bottle cola soda

3 (three) spoons ice cream

1 (one) straw

How to make

1. Pour ½ (half) soda into glass

2 Add ice cream 

3 Stir together

4. Add more soda

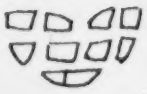
Lettuce and Tomato Salad

¼ (one quarter) head lettuce

1 (one) tomato

How to make

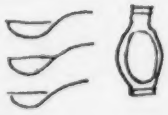
1. Wash the lettuce

2. cut tomato in small  pieces

3. break lettuce in small pieces

4. Put lettuce and tomato in a bowl

5. Mix together

6. Add 3 (three)  tablespoons of salad dressing on top.

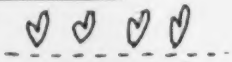
Carrot and Raisin Salad

4 (four) carrots

1 (one) cup raisins

2 (two) spoons mayonnaise

How to make

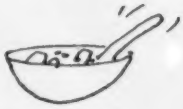


1. cut carrots' tops off

2. grate carrots in a bowl

3. Add cup of raisins into the bowl

4. Add spoons of mayonnaise

5. Mix together  in the bowl

NOTE: Save the carrot tops. Place them in a saucer with a little water. When the roots start to sprout place them in a small container and cover with soil so only the green tops show. Be sure to keep the soil moist and in the sunlight.

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